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Analyzing the "Pakistan Connection" Game

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Analyzing the "Pakistan Connection" Game

An Interactive Qualifying Project Report

submitted to the Faculty

of the

WORCESTER POLYTECHNIC INSTITUTE

in partial fulfillment of the requirements for the

Degree of Bachelor of Science

by

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Abstract

A previous project team created "The Pakistan Connection" a Live Role Playing Game to teach about issues facing the IAEA in regulating nuclear technology. During an in-class field test, several issues were discovered. As a result, our goal was to critique, revise the game, and assess it in both a classroom and as a (no preparation) "consciousness raising event" (for our sponsor Student Pugwash USA).

This report will emphasize the analysis of the field test data and include a grounded estimate, using data gathered in class, about how the game would work in both a classroom and non-classroom environment.

Introduction

The WPI student body, as part of the IQP program, has created several Live Role Playing Games (LRPGs) for use in courses over the years and for various other purposes. Most of these focus on technological issues facing society. One such game was a nuclear proliferation game featuring the IAEA, the Nuclear Non-Proliferation Agreement, and several important signatory nations. The goal of the game is to see if the IAEA representatives can make a case to increase its powers enough to actually enable it to control the spread of nuclear weapons technology. During the game the players will take the roles of diplomats and technical advisors from ten nations with nuclear capability or ambitions and moderators will take the roles of IAEA bureaucrats and field agents. This allows the players to gain a deeper understanding of the issues surrounding not only nuclear power and weaponry, but the larger issue of efforts to provide social controls over the development of technology in the public interest.

The history of LRPGs in WPI classrooms includes two games that are the immediate predecessors of the current "Pakistan Connection" Game. The analyses of these games has included a heavy reliance upon the Myers Briggs Type Indicator (MBTI) to help determine the preferences of the different types of learners. The original version of the Nuclear Proliferation game, "Global Nuclear Diplomacy" by Dewhirst et al. (2001), involved the use of fictional character sheets revolving around realistic but ultimately fictional "events" that were the topic of the meeting enacted during the game. The field test of the game was not in a class so no MBTI data on their field test players was available. However, a prior game on space policy had been run in a class and Spino et al. (2002) reported that the Sensing types received the greatest benefit, if they engaged

the game. They equaled the average grades of the Intuitive types, only in this part of the course and actually wrote better diaries on the first day of the game.

The next version of the Nuclear Proliferation game, by Knock and Gagnon (2005), was a radical move toward realism. They completely removed the use of character sheets as a basis for the game and asked the instructor to give the students time to research real IAEA negotiators and impersonate them in the game. Prof. Peter Campisano decided to devote the class time necessary to have the class members develop their own country briefing and character sheets. They then carried out an analysis similar to that of Spino et al. (2002) to see if that change in policy had changed the game into something more advantageous for the Intuitives.

Knock and Gagnon (2005) report that again the early materials developed by the Sensing students were superior. The character sheets were a bit better and the first day diaries as well. However, on the second day Spino et al's (2002) Intuitives had closed the gap and produced a tie in the end. This time the Intuitives improved and tied things on the second day but then slid on the third day with more weak performances, such that the sensing students had a stronger overall performance on the game- at least those that turned in all the materials for assessment. Fewer sensing than intuitive students turned in a full set of diaries.

Overall, Knock and Gagnon(2005) seem to have replicated Spino et al's (2002) findings that the LRPG is a balancing mechanism, or at least a more level playing field, than the typical term paper and book review course assignments that seemed to favor the intuitive types- in Spino et al's (2002) study, by a full letter grade on average.

The pedagogical goal of an LRP is therefore , to reduce the gap between learning types. Thus, the primary goal Roberts and Lane (2006) in developing the Pakistan Connection version for the game is to continue to do so, but without devoting the time to the game that Knock and Gagnon (2005) did. Their goal was to do this with a game more like that of Spino et al.(2002) , one that had character sheets and briefing papers, but real briefings based on actual press coverage and a game scenario based on a well documented case that would not change. It thus provided a stable basis for a partly fictitious game. (The character sheets were again fictitious- based on those Dewhurst et al.(2001) had used in the first “Global Nuclear Diplomacy” game.)

So, to avoid these problems, this game tries to come somewhere in between the previous ones, reintroducing character sheets and country reports for the various players in the game. For example, China would have character sheets for the Diplomat, the Science Advisor, and the Military Advisor, in addition to a thorough information sheet on the country itself. However, to account for a stricter character and information base, the events of the game are arranged more loosely to allow for improvisation in hopes of balancing the Intuitive and Sensing type advantage. These additions were meant to assist both those players less adept at improvisation and those players less knowledgeable about the subject at hand.

At this point, several issues about the game needed resolution. Was this game a successful tool in a classroom environment, such as the previous WPI IQP games? Can this same game, untouched, be successful in a special interest group environment, specifically for our sponsors, Student Pugwash USA? How specific could the information sheets be without sacrificing too much relevance in the face of rapidly

changing current events? A play test was required at this point. It is thus the goal of this project to objectively analyze the make-up of the game—theoretically and in action—as well as supply revisions and recommendations for future use of this game.

The Game

Game Description

The “Pakistan Connection” is a Live Role Playing Game (or LRP). This type of game involves players (usually students) assuming the role of a character (either fictional or factual) and playing out some scenario as that character, acting and speaking as the character would to the best of their ability. More specifically, this game is akin to a related event, a Model UN, in which participants are the representatives of the various member nations of the United Nations introduce treaties and resolutions, debating a topic of the kind that the United Nations would handle and attempt to reach a mutually agreeable solution.

The key differences are that instead of the participants being representatives in the UN General Assembly or Security Council, they are representatives at a special committee meeting of select members of the International Atomic Energy Agency (IAEA). Also each of the participants is generally not the sole representative for their country. The intent is to have three or four members form a delegation for each nation. Finally, instead of fielding any one of a number of topics proposed by delegates, this meeting’s agenda is fixed. The delegates were called together to determine the necessary minimum powers of the IAEA in order to adequately fulfill its purpose of controlling the proliferation of nuclear technology. Questions about the current system were brought on upon by specific, troubling events.

An entire run of the game is mediated by someone playing what's called the “gamemaster” role. This person serves to keep the game organized, to be a resource of

information about the game and the topics in the game, and as a connection to the outside world. This last purpose allows the participants to act upon and obtain information from the outside world in order to further help their role's or country's goals.

Over the course of the game, organized discussion reminiscent of what would be seen in an actual political body occurs with the intent of trying to achieve an agreement on what the expanded powers of the IAEA would need to be in order to do its intended job function. This would require an agreement by the delegations to enact some changes in the powers granted by the IAEA's charter. This is where the bulk of a participant's role is expressed as each participant attempts to work towards what best suits their country and/or what best suits their role's personal agenda. Sometimes these two goals are in line with each other, however, some of the personal agendas in the roles are written to potentially subvert a delegation's national goals.

Along with this internal political activity, the game allows for delegations or role players to cause events in the "real" world to occur, in order to pressure another country's delegation or even a person playing another role. These manipulations are conducted through the Game Master and are up to the Game Master as to how these contacts with the outside world can affect anything in the game. Some of these contacts can include simply contacting a delegation's respective country for information, attempting to coerce someone in another role by getting in touch with outside resources to perform something to embarrass or distract them that would in a way affect their performance in that role. Just about anything else that a participant can come up with that serves their role's purpose, but is realistic to the game, can be proposed. A previous example used has been

holding War Games on the border of a nation in order to increase their security concerns in order to get the opposing country to cooperate.

Generally this is all meant to occur in a set amount of time determined mostly by the organizers of the game. As the end of the game approaches, the delegations are encouraged to come up with a resolution that compromises between the various stances and viewpoints that have formed over the course of the discussions. Depending on how the game has progressed this might be a quick process with all of the delegations mostly agreeing on a single set of powers for the IAEA and the outcome of the game is a single resolution. Alternatively, the end game might be a lengthy process that never reaches a consensus and the outcome of the game is a vote. If that is a tie vote there is no actual action taken at the close of the game, but that can also happen in reality.

While a goal of the special meeting in the game is to achieve some kind of agreement amongst the delegations, it is not a goal of the educational game itself, so either outcome is perfectly acceptable. It becomes clear how hard it is to expand the powers of an international regulatory body at the expense of national sovereignty in either case.

Game Condition as Received

This “Pakistan Connection” game was produced by Josh Lane and Mike Roberts who revised a game with no historical case focus into this form. It is a third generation game at this point, having been developed by the Dewhirst et al (2001) team and elaborated and field tested by Cooper (2003), revised by Knock and Gagnon (2005), and revised again Roberts and Lane (2006) IQP Teams. The “Pakistan Connection” game included character sheets for a Diplomat, Financial Advisor, Military Advisor, and

Science Advisor for each country, a briefing for each country, nuclear histories for a few of the countries, background information on nuclear fuel cycle and bomb construction and production of nuclear fuel, synopsis of the book *Shopping for Bombs*, and a few other game related documents, some referring to events policies and actions of the country as portrayed in the NYTimes. The character sheets provide a brief history and motivation in the game for the role a participant is playing. The country briefings and nuclear histories provide some background for the participants playing roles from the same country. This common orientation helps the participants to understand where their roles are coming from in order to better play the role. The rest of the material is meant to provide a base of knowledge on the overall topic at hand for discussion in the special meeting of the IAEA. For all essential purposes, this was everything needed to run this kind of game in terms of reading material for the participants.

While we did have everything in principle needed to run the game, the various documents weren't without errors. Some were grammatical or structural and thus easy to fix. Others, however, were factual and that meant time spent researching the information to make the corrections. Since this was meant to be a field test of the game as Josh and Mike had produced, no major corrections were made prior to running the game, unless changes in government and political relations between nations had made the briefing materials completely obsolete. In a few cases character sheets they “adopted” from the Dewhirst et al. game were more than five years old and had not “aged well” in that sense. For example, some of the political briefings on a particular nation created a tone as if the Cold War was still on.

The Build-Up and Run of the Game

The Build-Up

This game was designed to not only be used in educational settings with regular classroom meetings and homework, but also in general consciousness raising events and clubs that participate in pick up and play L RPGs to promote awareness of policy issues. Knowing this, we wanted to make this game known to as many people that might make use of it as possible. In order to achieve this we sent a member of our project group to a conference in Baltimore, Maryland being held by the International Association for Science, Technology, and Society (IASTS) that took place during our project. This was their 22nd annual conference and was a perfect opportunity to announce the game to college educators in the field of Science, Technology and Society Studies, a likely audience for the material that this game covers.

During the conference, a presentation was given on the game's subject matter and an endorsement of its usefulness as a teaching aid and an issue awareness promoter was made by Nathan Tibbetts and Prof. Peter Campisano (instructor of the 2005 run of the Knock and Gagnon (2006) game) on the topic of nuclear proliferation. This was met with some interest from those that attended the presentation as judged by the numerous questions on the game's content and how it was played that were received by the presenters.

In addition to this conference, a national organization called Student Pugwash USA, (more specifically the president of the national office) took an interest in the game. They requested a meeting between Nathan, Prof. Wilkes, and the Chapter Coordinator,

Sharlissa Moore to discuss the game and its possible dissemination to all of the twenty to thirty Student Pugwash chapters at colleges throughout the country. Since the national office is in Washington D.C., that made it possible for Nathan to meet after the Baltimore conference (with Sharlissa Moore). In Washington D.C., during the meeting, which was at the Smithsonian Cafeteria, we discussed the game and how it could be useful to Student Pugwash Chapters as a consciousness raising event on the topic of nuclear proliferation. This theme did not fit into their upcoming national conference for 2007 of Scientific Integrity, but might well help decide the theme for 2008.

There was also discussion about the upcoming trial run of the game in a WPI class. They wanted the results of our field test. We would be writing an analysis and general critique of the game based on that field test and we would send it to Pugwash USA once it was complete. The overall outcome of the meeting was very positive and the general feeling was that if we had a positive result on the test run of the game, then the game would be put to use by Student Pugwash USA as a proposed chapter event. A comparison has to be made between a classroom assessment and the potential for a pick-up and play game to be used outside of the class. The parallels are there but not exact so we were to do what we could to run a “chapter event” along with the class.

Hence, our impressions of how much a successful run of the game was dependent on having people prepared in advance, ie. having done extensive homework in advance, would be key to our assessment. We were to minimize the very things Knock and Gagnon (2005) had maximized for at least some of the group, and run it much like Cooper (2003) had for the students coming in for a 2 day conference (at WPI) in which they would spend half of one day, 3 hours, in the game. It had to work without extensive

preparation for the chapter members and even in the class, we were to cut the game from a dominant part of the STS 2208 course to one that took up about one week of class time.

The Run in STS 2208

The field test of the game was set up to be played during a seminar class at WPI called “The Technology-Society Debate”. The game spanned six hours broken into three, two hour long sessions. Two of those sessions, the first and last, were run in class with only the students that were in the class. The other session was run at night with an open invitation for outside participants, especially members of the WPI Chapter of Student Pugwash. Twelve students had signed up for the seminar and they were all allowed to choose their own groups and countries, spread out over ten countries that comprise the game. Which role each student played, however, was assigned shortly before the documents were made available, with the general rule of ensuring each delegation had at least a diplomat and then a science advisor if there two members of the delegation. We hoped that the participation of walk-in guests from groups such as the Science Fiction Society and Student Pugwash would fill out the remaining 8-18 roles. (The game was designed for 20-40 people, but we thought 30 was optimal.)

Approximately four days before the first session in class, the various game documents were made available to the students via a web page set up with basic security to limit student’s access to only the documents they were supposed to have, namely anything directly related to their role, country, and any documents meant for general consumption. This was done to make sure that the participants didn't have access to the Character Sheets of the other roles participants were playing outside of the game, or briefings on other countries. The Policies of other nations and hidden personal agendas

in the game were not public knowledge. We consider the 4 day lead time to be about right for a game to be run by a club or “chapter” with a weekly meeting. One week you announce the event for the next week and form teams and distribute the materials for briefing. A week later you show up in role having prepared a little over the weekend and maybe emailed your teammates in role once in advance.

Finally, the project members and our advisor played self generated roles as members of the IAEA there to preside over the meeting, with our advisor also serving as “Game Master.” There would be a few more people at the second session held in the evening. One important feature of the class run is that people can be assigned homework. In this case, half of the class was assigned to read and review the book “Shopping for Bombs” prior to game play. Thus, those members of the class had a far more detailed information base on the Pakistan case than that provided by the game briefing papers. We were looking for a noticeable difference between those who had access to this information and the others in their in game performance. There was also the issue of the effectiveness and response and response of those without this knowledge to their more “informed” peers. If they enhanced the game for all and raised the level of play generally, then a Pugwash chapter just needed to have one or two “leaders” prepare by reading the book on the case and go into technical support roles on key delegations with extensive intelligence capabilities, like the USA and Britain. That would benefit the whole group and enhance the game. On the other hand, if people were intimidated and deferred to the “experts” that was a negative for the experience as a “chapter” event.

The first session of the game got off to a slow start because we were inexperienced IAEA chairpersons. Sure we had read the book and knew the case but

there were no documents provided by Roberts and Lane that described how this type of game is played in terms of goals. How do you “win” this game? This left us feeling a little under prepared and under informed on how to chair the session and thus lead the game. Luckily, our advisor, having had considerable experience in running these types of games, stepped out of role and provided the necessary guidance that was needed to get the game started. He did not do this immediately because he was playing a role subordinate to Nathan, the Chairman, and had to be asked to orient the players either in role or as the Game Master. Ian and Keith learned to nudge their superior Nathan to ask him a question in role or out when Nathan looked confused- or start an exchange with their peer in role so that Wilkes could clarify what had to happen next.

While this gave us the structured start that we needed, the game was still slow to build up steam, as only a few students had participated in this type of event before. Thus, at the outset, the students generally stuck to their roles as scripted and didn't enter into much debate. The Character Sheets were only supposed to be a starting point from which one evolved their position. In interaction with other delegates, more than half of the students felt confined by their character sheets and their action was too scripted. The few exceptions that got right into the flow we later learned were the class Extraverts, in MBTI terms.

The session continued with debate over what new powers were deemed necessary to control nuclear technology, if further powers for the IAEA were deemed necessary at all. As the game got under way, we, the IAEA, wanted more powers but exhibited an internal debate as to what degree of change was needed. In real life we would have put up a common front, but in this case we did not want to be more organized than the other

players, so we had factions. Our advisor's role openly attacked the superpowers and blamed them for what had happened in Pakistan, saying that they knew for 10 years what was happening and did nothing. He claimed that all they had to do was tell the IAEA and let us do our job. They claimed to need to protect their sources, and luckily for him no one pointed out that the IAEA was supposed to be the information gatherer in this field. It had the inspectors in all these countries. Yet the IAEA was oblivious to this relatively open violation until finally the British and Americans were in a position to take action against Pakistan. Why? Because the IAEA saw itself as monitoring big impossible to hide nuclear power plants and keeping track of their "spent" fuel. It does not inspect military bases and Pakistan had used centrifuge cascades, which could be hidden underground or in restricted areas. That A Q Khan was selling this kind of unobtrusive technology was a disaster.

It was easy to kick the Americans and blame them for Pakistan's actions as they were unpopular. The general feeling amongst the participants was that the powers (esp. the USA and Russia) that already possessed numerous nuclear weapons should be putting forth more effort to disarm, as specified in the original Non-Proliferation Treaty. Also, there was a general distrust amongst all of the delegations, as none felt entirely sure that the other delegations would actually uphold their end of any common course of action the session decided upon. The nations that didn't possess nuclear weapons expressed feeling vulnerable to those that had nuclear weapons and sought to have protection against nuclear weapons until the other nations disarmed. When the end of the first session came, no unified position had formed, with each delegation having generally formed their own specific ideas on what powers the IAEA should or should not have based on self interest.

The second session was set up with an open invitation to anyone who wanted to participate. Printed copies of the same documents (other than the book) that the students in the class received for their roles were available. New participants generally got their materials at the door, except for the two students who volunteered to play South Africa together a week in advance. We had hoped that we could get enough outside participants for this session to have two people per delegation. Unfortunately, this did not end up happening with only 5 new people joining us for the night session. Also, a few students from the class either did not show up or showed up late, resulting in some delegations not having any representatives, at least initially. A visiting professor filled in for the US diplomat for forty minutes at the start of the session. While this did create a little initial confusion, the game still picked up where it had left off after we gave a brief overview of what happened last time to refresh the memories of the students in the class, but more importantly to bring the new participants for the night up to speed on what had already occurred.

Some further debate was encouraged to get the new participants into the game and to help the delegations form a few general positions rather than letting each delegation refine their own without give and take.. After, awhile three general positions formed, one that was centralized around a plan called the Russian Plan, one that was an extension and elaboration of the “Russian Plan,” and one that involved massive changes that would empower the IAEA overall. Actually we had worked up the last plan from our own wish list, but needed to get some likely IAEA member to propose it, as we could not do so ourselves. We tried to “plant” the idea on France and have them introduce it. They were told that it would be in their own best interest to become the supplier of choice under

rules different from those that would favor the Russians. They weren't so sure initially, but later told us that they had decided to take this action if no one else did first. Another nation did decide to take the lead on this so they did not have to "break" openly with the USA and Britain after all.

The "Russian Plan" was based on a proposal by Russia to resolve the IAEA's problem with Iran's secretive nuclear enrichment program. If Russia guaranteed a continuous stream of nuclear fuel, Iran would not need its own centrifuge and could not create Bomb grade materials from fuels suitable for running a nuclear power reactor. Generalizing this idea, the plan was to have the nations that currently possess the technology to produce nuclear fuel for civilian nuclear power plants as suppliers to the nations that do not have the technology (and are not approved for it), but wished to have a civilian nuclear power plant. The general idea being to limit the amount of technology that is provided to the nations that do not have it, since it is known that having the technology needed to produce 3-5% enriched nuclear fuel is all that is needed to also produce weapons grade nuclear material by running the enriched fuel back through the centrifuges repeatedly. This "plan" also specified consequences for nations that were a supplier or customer if anything that was not allowed by the IAEA was to be produced in or happen to another nation due to their negligence. Anything like this would be found through announced and scheduled inspections of a nation's civilian and military facilities.

The extension to the Russian Plan still positions current nuclear technology possessing nations as suppliers to those that do not possess the enrichment technology. A key difference being that the inspections would be done on short notice, in order to try to prevent a nation from intentionally hiding anything that might be viewed as not allowed

by the IAEA. Also, it required the formation of an intelligence agency under the IAEA that served to gather data on the activities of the various participating nations in order to try to stop any illicit activity that might occur in between inspections. There would be incentives provided to encourage nations to provide it with information they might find themselves about neighboring nations, or nations under surveillance by the national intelligence agencies. There were also incentives for “good” behavior, namely lack of illicit activities and willingness to cooperate in sharing information with the IAEA.

The last position involved a far greater change in the power and procedure that the IAEA currently has and uses [See Appendix with the actual provisions laid out]. In this proposal one of three particular statuses are assigned to member nations in the IAEA with differing levels of regulation and monitoring for nations that only use fuel provided by other nations and for the fuel supplying nations. Those nations that produce their own fuel and do not supply others fall into a middle category of special interest. Considerable attention is devoted to those nations that want to change status, as it requires submitting to more restrictions and more intense monitoring, but it is possible to change status. Hence, the existing nuclear nations do not have a continuing monopoly. It also included allowing non fuel producing nations to proceed on their own with minimal interference but under regulation. Fuel producing nations would be closely monitored so as not to produce weapons grade material. Much like the other positions, it included consequences for nations that were found producing weapons grade nuclear material such as losing their status, i.e. the right to sell fuel, or even produce it for their own use.

At this point, the delegations were encouraged to meet with one another, specifically those whom shared similar views and further define their positions, to reform

(or dissolve) the IAEA. Each group was observed by one of us. Listening in on how each group did in devising a full plan was a way of identifying leaders, in hopes of testing our MBTI based hypothesis that the Extraverts would be more likely to emerge as leaders. We wanted to make sure we didn't miss anything that was going on in each of these groups, which ended up using up most of the remaining time for the session. The remainder of the session was devoted to hearing what each of the groups had developed.

Each of the plans was essentially a restatement of the previous plans with more detail on how they were to be accomplished. After insuring that at least one person from each group that would be at the final session had information on the groups plan, the session was concluded with a brief questionnaire. It was designed primarily to gather information on the experience of all of the participants, whether they were sit in guests or members of the class. This information would be valuable in overall assessment.

The last session was conducted during scheduled class time with only the students in the class present. This was the session that we hoped would result in final proposals on what new powers that the IAEA should be given and a vote to see which (if any) of them would be enacted. The session started with a representative restating each groups current proposals so that everyone was aware of the outcome of the previous session. After some discussion it became apparent that the two groups that supported variants of the Russian Plan had similar enough preliminary proposals that an attempt to unify their positions into one proposal was made.

At the same time the third group was to meet to finalize their proposal, for more radical restructuring, as well. During this time, the IAEA field investigator character from Morocco portrayed by our advisor met with the group developing more drastic changes to

propose his own plan including major changes to the IAEA, in hopes of their support on the floor. It was clear that without a boost toward a final draft they would not finish in time for a vote and the Russian Plan would win by default.

The combined group lobbying for the Russian Plan ended up merging their respective positions into a single proposal that included their shared interests and more details on how power plants were to be run and inspections would be conducted. The other group that sought greater changes accepted the plan our advisor's role proposed to them as a base and made a few changes, most notably a “Grandfather” clause. This proposal involved a tiered system of suppliers and customers that allowed finer control over what suppliers and customers could and couldn't do based on their actions and also allowed customers to transition to a supplier position under a tightly monitored transition period. The overall intent was to have those nations that already possessed the technology to produce nuclear fuel to be suppliers and those that did not and wanted a civilian nuclear program to be customers. The changes that the group made were to allow a grandfathering process for those nations that had already started producing their own nuclear technologies but didn't already possess full fuel production technologies to quickly transition to supplier status without the other restrictions other customers would have when moving towards supplier status. This clause was a key motive of the Iranian delegation, which advocated for a stronger IAEA only if the new rules wouldn't be applied in their case. Faced with them walking out or being an exception, the IAEA decided to let them slam the door behind themselves and deal with the Shiites another way, with the help of Sunni regimes in the Middle East.

After the (now two) groups finalized their proposals, a representative for each group presented their positions to the assembly. This was followed by a question and answer session so that each group could get further details on the other groups' proposal. This generated quite a bit more debate than had previously been seen in the game and really relieved us of a concern that the game had become over structured. In practice, there were many additions we had imposed on the Roberts and Lane (2006) game to move things along. This development showed how successful this type of alternative structured learning can be and suggested we had in fact improved the game.

Roberts and Lane had designed the game to result in a tie—split between those leery of a more powerful IAEA and those looking for change. In the end, the only question that existed was how much change was needed, not whether there should be changes. When there were no more further questions, the proposals were put up for final vote and each delegation was given a chance to choose which proposal they supported. The vote was decided in favor of the plan presented by Iran, though the final vote was nearly a split with only a single swing vote required to change the outcome to a deadlock.

The key decision was made by Russia, which decided not to support “The Russian Plan,” but instead support Iran and accept the “Grandfather” clause.

With the vote over, changes in the IAEA powers voted in and a new intelligence capability created, the game was now complete. We followed this up with an open question and answer debriefing session for the students, out of role, on anything they had a question on about the game each other, or each other's roles, strategies and decision logic. This used up the rest of this final two hour session and the class for that day. It produced the surprising logics and agenda plans behind some key proposals and votes.

One such example involved the IAEA's counting on the Sunni-Shiite split in the Islamic community to produce a flow of information on what was happening in Iran reaching them. The Russian delegate's confusion surrounding what the "Grandfather Clause" meant in practical terms also came out. He had been thinking about it as a purely theoretical question of "fair play", principles rather than tactics.

Literature Overview

Over the years WPI curricula has incorporated L RPGs with varying topics, rules, goals, and ultimately results. The inception and development of these games, as well as the corresponding analyses are handled in various IQP project reports. Experienced L RPG players designed the first game, which was based on a space topic (specifically asteroids), which was played ten times, where character sheets were always written. The game became increasingly structured and country briefing papers were elaborated over the years. The Spino et al. (2002) group performed a study that documented the advantages gained by the Sensing type students by taking part in L RPG events compared to traditional course work. The Dewhirst et al (2001) Global Nuclear Diplomacy game, as previously described, also included fictional character sheets and was played twice in a class and once by high school students at a conference (Cooper, 2003).

Knock and Gagnon (2005) had a course that made use of their game, as it was embedded in the course curriculum. The Knock and Gagnon game did not use character sheets (as this was an effort to remove as many fictional elements from the game as possible). Instead they enlisted the students to research their real life counterparts and portray them during the game event. This version of the game was used once, in B term of 2004. Lastly, there was a Middle Eastern Modernization game (Faria and Silverman, 2005) that has now been played three times, and was studied carefully after the first run. Its developers decided to have the students in the class develop their own fictional character sheets as part of an assignment showing that they knew how one would rise to power in a Middle Eastern or European nation. This was not researching an individual character, though some students did decide to model themselves on a real person, the

most striking example being a delegate who played the wife of the Egyptian President.

.On the whole though, this was creative writing, not just research and this time the Intuitives wrote the best character sheets. The Introverted Intuitives then wrote the best diaries based on the characters they had created.

The Sensing students were no longer benefiting from the game or on equal ground with the Intuitives. The situation was the same as it had been when term papers and book reviews were the basis for course grading. LRPG's do not in themselves benefit the sensing types. Structured LRPG's that put you in the center of the action so you can directly observe it and that reduce the pressure to reflect and write and interpret as a way of documenting your learning are what benefit the sensing type learners. LRPG's will typically remove the intuitive advantage on abstract and theoretical projection tasks. This game was the exception as it stressed creating your own role and game and assessment was after the fact, based on the diary, not on the observations of the participants' engagement in the action during the game.

Faria and Silverman (2005) believed that this was a problem that could be fixed by providing a template and models for a character sheet. They did not advocate returning to games that provided character sheets. In the current version of the in class modernization delegations have team "coaches" and game players are allowed to "elaborate" (revise) the character sheet if they so desire. Some students essentially view them as a model and just write their own, though they have to meet with the team coaches approval and standards in the end or use the one provided. So far no study has been done of the S and N difference in handling character development.

Analysis

Introduction

The following is an analysis of the Pakistan Connection role playing game, targeting its effects on class room participants as well as the “pick-up and play” audience. Each of the students in the class was assigned to write in-character journals as a reflection of the game from their perspective, based on this information, personal observation, and other class assigned writings. The success of the game as an engaging and educational experience was thus assessed. In this section, the findings of the game will be discussed, followed by what transpired. A Comprehensive Immersion Factor which measures the student’s comprehension and level of immersion in the game was created for the use of coding these notebooks, based on what is found within their respective journals. Some students supplied a few pages of out of character notes on their thoughts and reactions to the game, as well as how it played out. Everyone involved in the game, including non-class participants, completed a questionnaire, which will be used as a point of analysis. This is our primary basis for stating what the consensus about the current state of this version of the game happens to be.

The Comprehensive Immersion Factor

The Comprehensive Immersion Factor metric takes a variety of qualitative data points into account to produce a measure for a participant’s level of Comprehension of the issues and Immersion in the Pakistan Connection game, based on a careful reading and content analysis of their “in-character” notebooks. The grade scale is points, based

on six measures of varying weights. The maximum score is five. The results are a fair balance of subjective and objective analysis to give what we consider to be a good indicator of whether or not what the students have taken out of the game and produced in the journals expresses the intent laid out by the game's designers.

Immersion

The Immersion Metric is based on the level of Character (C) detail put into the notebook—which is subjective and the value is based on the overall feeling and effort put into the notebook by the student to represent their given character and cultural habits—and is worth three points, the Game Details (GD) is based on information placed in the notebook (diary) regarding events that took place during the game and is worth four points, and the Targeted Viewpoint (TV) which is a value based on how the character expresses feelings and ideas based upon the other characters and events and is worth three points.

Comprehension

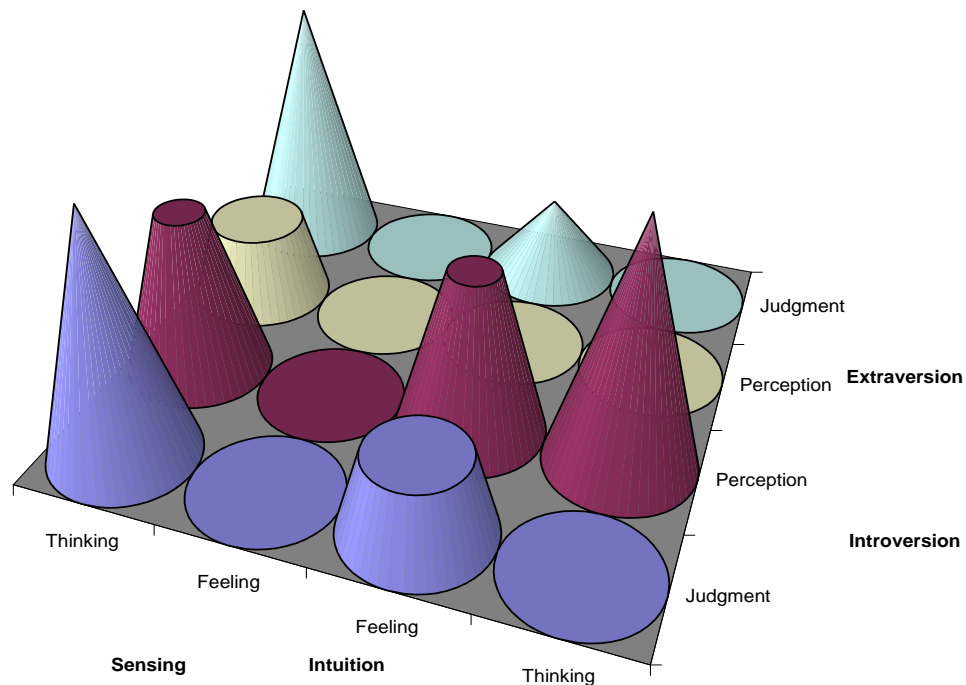
The Comprehension Metric is comprised of a measure for Local Issues (LI) that touch upon aspects of the character's represented country and their issues relating to the game and is worth three points, Global Issues (GI) that touch upon issues involving other countries and their represented country relating to the game and is worth three points, and lastly the Vote Decision (VD) is worth four points and is based upon the overall reasoning of their character's decision in the final voting outcome that they chose and how this outcome helps their country and further its success in meeting stated goals.

Comprehensive Immersion Factor (CIF) Formula

$$\text{CIF} = (C + \text{GD} + \text{TV} + \text{LI} + \text{GI} + \text{VD}) / 4$$

The Players

MBTI Type Distribution for Students in Class



Sensing		Intuition			
Thinking	Feeling	Feeling	Thinking		
3	0	1	0	Judgment	Introversion
2	0	2	3	Perception	
1	0	0	0	Perception	Extraversion
3	0	1	0	Judgment	

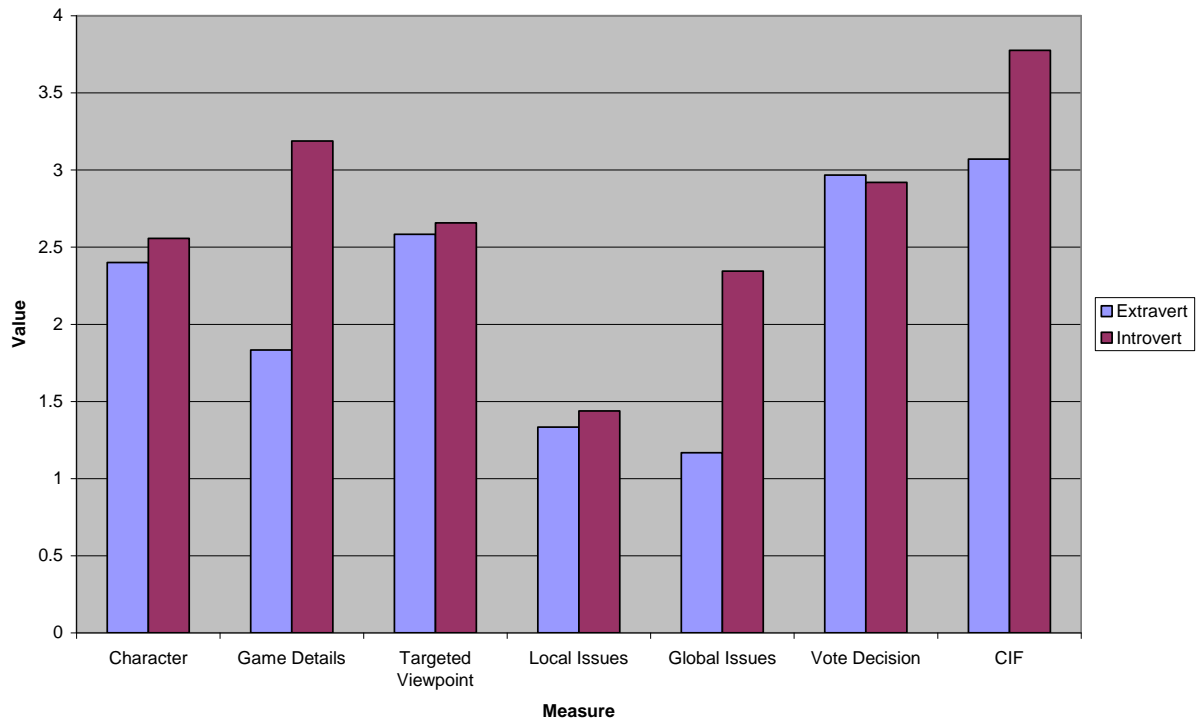
The game was comprised of a varying group of individuals, with different cognitive styles and standpoints, each affecting the flow and ultimately the outcome of the game, as the vote decision is ultimately out of the IAEA and Game Master's hands.

There were two professors involved and one extremely interested foreign student. They were an available knowledge resource throughout the game, their experience in not only live role-playing games, but lecture scenarios, as well as a great amount of study and interest in the game issues let them shine in expressing their standpoints and defending their positions. The night session of the game was a course requirement and though the students were ultimately “forced” to be there, no one seemed to just be going through the motions. Everyone seemed well aware of the issues and that, though the game was fictional, there were overtones and scenarios present that exist in reality. This was important to the success of the game. The only member who seemed overly disengaged was one player who did not show up to head a delegation—and another who arrived an hour late. However, their roles were covered by the “extras” that were there that night and the absences were explained and justified in role as part of their diary comments.

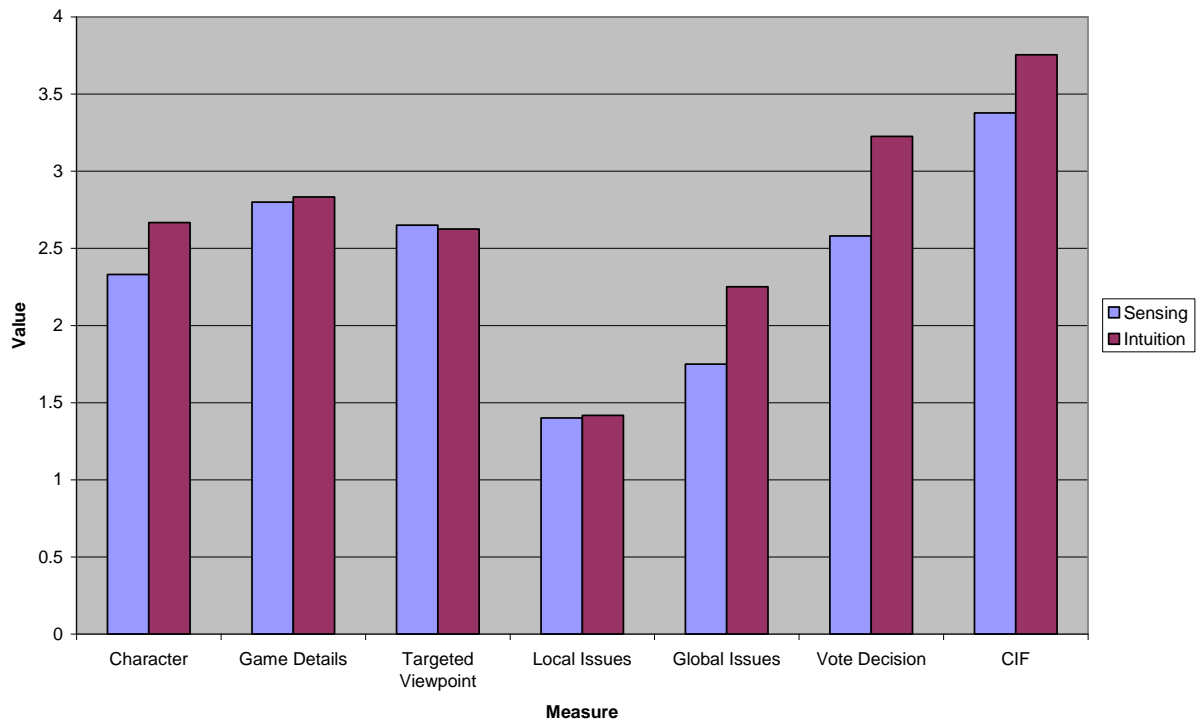
In Character “Notebook” Findings

Within the in-character notebooks lies an overall sense that the students in the class understood what was presented to them, the implications of nuclear dissemination, and presented some ideas to correct or better the situation. The majority of the class did a good or great job in conveying their character and intentions for the course of the game. An example that stood out was the diary for the Iranian Diplomat; it was written to Ayatollah Seyyed Ali Khamenei, citing his course of actions throughout the game and the true intentions of Iran in trying to be allowed nuclear capabilities so that they may secretly enrich uranium to weapons grade. However, the notebook with the highest CIF rating came from a non-prominent role in the game, as the Iranian Science Advisor showed more descriptive content than any of the other notebooks, displaying a deep understanding for the game issues and strategies, while barely speaking during the actual run of the game.

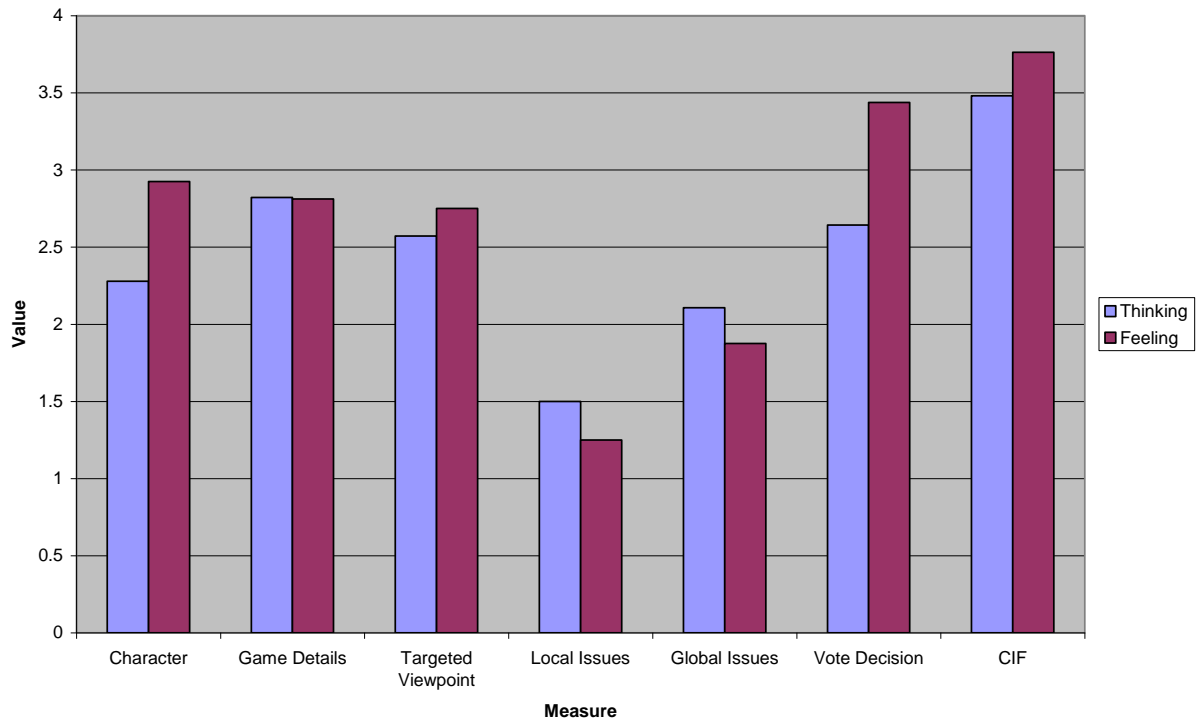
Extravert v. Introvert CIF Results



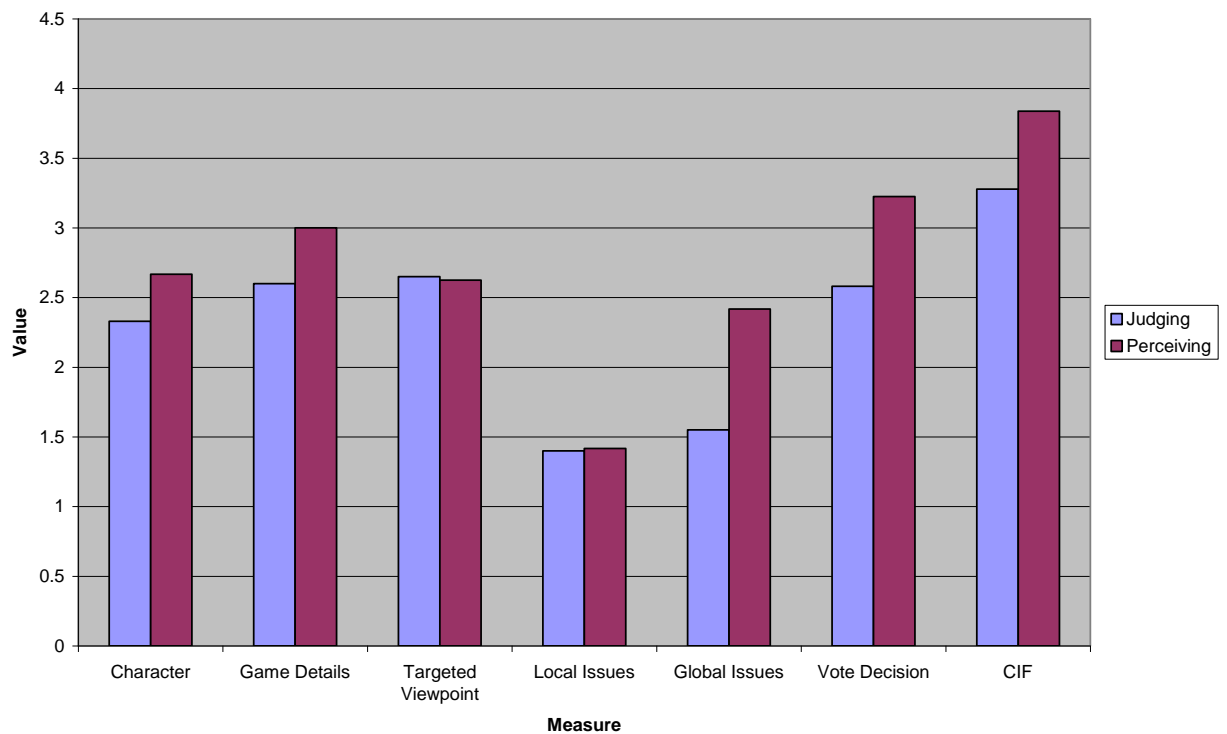
Sensing v. Intuition CIF Results



Thinking v. Feeling CIF Results



Judging v. Perceiving CIF Results



The students who participated in the class were comprised mostly of individuals with a preference for introversion. This was not the case with the prior run of the game by Knock and Gagnon (2005). Their class was about the same size but the individuals were mostly Extraverts, and they stressed in game observational assessments. Prof. Campisano had been in games before (during his service at the Pentagon) and claimed that the War College stressed games and evaluated based on performance.

This time, in Roberts and Lane's game, we stressed written documentation but were also participant observers. The Introverts had diaries with more game details and attention to global issues (i.e. they were more observant and reflective with regards to the big issues). This resulted in higher average CIF scores than those of the Extraverts. The largest differential in the outcome of the CIF values was between the introverts and extraverts, compared to all of the other type differences. Note that it was game details in the diaries and global issues in the rationales they gave that were their edge in these ratings. Those of the perception preference fielded the highest CIF results. The extraverts typically did not use much of the information given in the character sheets and news clippings prior to the game when writing in their notebooks, but focused mainly on details that emerged in statements made during the game. They played off of one another.

While not apparent in the data gathered from the notebooks alone, the game seemed to help the extraverts the most, as they had the highest averages for the course outcomes (class participation and final exam essays) derived from the game alone. This was the case despite their uneven diary writing performance.

The students were required to give what they presumed would be the thoughts of their respective characters, thus continuing to role-play or at least contemplate the outcome in the mindset and mentality of their character for approximately five days after the conclusion of the game. The average CIF value for the Character (C) variable displayed that all of the students had a good capacity to get in role and project their character accurately when confined to pen and paper. The students with a cognitive preference for Feeling displayed, on average, a stronger ability to depict their character's perspective in their journals. When it came to justifying their votes, their stances were especially well presented.

The journals pretty conclusively document what Roberts and Lane claimed they wanted participants to get out of playing the game. It raised awareness of the issues raised by nuclear proliferation, the viewpoints of outside nations, and the fact that the IAEA is currently in a state that is inadequate to its task. No matter how much information is given to the IAEA by nations with substantial espionage organizations; they are just a middle-man in the control of nuclear dissemination, working through international politics when they can. Thus, the technology is slipping out of control, as the international community is neither single minded or attentive enough to do what needs to be done to monitor and control nuclear technology. Other national interests define the diplomatic goals of the great powers between crises such as those created by North Korea and Iran.

Game Play Analysis

The test run of the game was probably not the smoothest or most entertaining run it will ever see, however there is evidence of great potential for it to be very engaging and highly educational. As was described previously, the class is comprised of a three-fourths majority of introverts. Thus, breaking into diplomatic discussions at the onset of the game was slow and awkward. Extraverts would have found this more natural, but over a short period of time the players became more immersed in their role. The “sit-in” players were well versed on international affairs and were more fluent in expressing their opinions in the opening statements as well as the debates than the class members. Typically, good public presentation comes from confidence not only in the information you possess, but confidence in yourself. Since the players lacked knowledge and experience there were some questionable moves by the participants that were noted by more experienced players within the group.

The class participants’ inexperience was made up for by a knowledgeable Game Master, who helped move topics along and adjust the flow, for what was for the majority of players a first LRP. It was also the first run of the Pakistan Connection game and its goal was not clearly stated but emerged as the moderators evolved their roles and asked for more powers in ever more specific terms, ultimately putting clear alternatives before the assembled delegates. This is a key issue with regards to the pick-up and play audience, as it would be advisable to have at the very least one person who is informed enough on the topics of nuclear proliferation to fill in the gaps. We have some ideas for revisions to the initial version of the game which will help ease that burden, but it still

lacks a goal until the IAEA asks for something or proposes changes, that it then gets approved or does not. How to start the game so as not to railroad the delegates into a set up of straw men that did not have a hand in devising is a challenge.

The included character sheets help to provide goals of each individual role, but unfortunately in the test run of the game there were quite a few supporting roles missing from the game. It creates a different dynamic when they are missing. Future games with a full complement of players will have a better game flow and topic transitions. The few delegations that had the supporting back up of the science advisor positions did function better. When you add military advisors it may complicate the intra delegation dynamics, but should enrich the game.

“Shopping for Bombs”

There was a selected group of students in the course chosen to read the book Shopping for Bombs...(2006) by Gordon Corera. Not all did so before the game, but four can be analyzed based on their CIF, in class performance, as well as in game presentation and interaction. Four students were selected to read this book, two were introverts and two were extraverts.

Notebooks

One would expect that the Corera book would give those who read it a distinct advantage in the game, however, the findings of this analysis show that those who read Five Past Midnight in Bhopal...(Lapierre and Moro, 2002) instead, had on average a higher CIF score and higher final course average than they did. This is not to say that “Shopping for Bombs” had nothing to add to the game. It is suspected that a few of the

students assigned to reading the Corera book did not actually read it prior to the game. This would help explain their relatively weak results, as there were only four students assigned to read the book and the one poor CIF rating among these four students (who was also the student who did not attend the night meeting), lowered the average for all four. Late book reviews were common in the course, but a particular problem for the group assigned to read this book. We suspect that some read it in time, but did not formally write it up before the game, and hence did not think about it with care. The rest of the students, those assigned to the Lapierre and Moro book, had a book review of “Shopping for Bombs to read that was prepared by Roberts and Lane.

In-Game

During the actual run of the game the undisputed star was one of the students assigned to read “Shopping for Bombs.” He was the Iranian delegation head, and had an edge in raising issues and understanding situations that some of the other students were not aware of. So the Iranians used this knowledge to cover embarrassing details and put their country in a less exposed position, ultimately attaining their goal. Interestingly, while he should have been on the “defensive,” a recipient of Pakistani technology who quietly hoped the others did not know all of the details, he went on the offensive and was lucky they didn’t know all the details and let him define the situation. Even the Pakistani diplomat admitted not having finished the book at the time of the game, which put her in a position where she needed to follow the lead of another player. It ended up being him. Thus, they joined forces and managed to intimidate the diplomat from India.

India played a surprisingly minor role in the game after being accused of undiplomatic behavior towards Pakistan. Thus, Pakistan was not in the hot seat for the

remainder of the game, as was expected. The Iranian Diplomat was well informed and an Extravert. He used his inside information and considerable powers of persuasion to sway and later take control of a meeting he confessed to having expected to have to protest and walk out on. In the end, his proposal, an adapted and revised version of the IAEA proposal was supported by majority vote and enacted.

Grades

Again, the overall results show that those who read “Shopping for Bombs” actually scored a lower grade point average than those who read the “Bhopal” book, however this is deceptive. These student’s midterms, which were not game or nuclear proliferation related had relatively lower scores than the rest of the class as well.. When it came to the final, two of the student’s grades jumped up by ten points, another by seven, and only one went down by five. The student’s grade who went down by five points was, again, the student who missed the night session of the game and is suspected of not actually having read the book. Those who read Bhopal stayed around the same grade level they had previously maintained. Thus, the game was a plus for those who read the book when it came to the final exam, which was the only place in-game learning could be quantitatively displayed.

Out of Character Notebooks

The students who were participants in the course were given the option of writing an “Out of Character” Notebook relating their personal thoughts to the thoughts of their in game characters, as well as including critiques of the game preparation contents, the run, and the result. In terms of the content held within the notebooks, the majority of the

writing was critical in nature, however, there were some bits left open for analysis. The majority stated that, though at first they were disinterested in the game and only doing it for a requirement, by the game's conclusion they were more aware of global issues and reasoning behind other countries' diplomatic decisions and viewpoints. Another interesting note is that those with prior experience in live role playing games or Model UN's noted each other's strategies. They picked up on things that others within the class were not aware of. The Pakistani delegate was quoted as saying "The only reason I could call India on his inappropriate language was my previous experience. Inappropriate language is so easily called out of order that most people would not even try to use it, or only use it to their advantage." The Chinese delegate echoed these sentiments:

"The first thing that really struck me during this round of talks with the IAEA was Pakistan's luck – or was it skill? The delegate representing India made some off-color comment at the very start as we were just beginning to discuss the A.Q Khan case – I believe it was something to the effect of "India would like to call bullshit on Pakistan" which was rather amusing for me to begin with – I was unprepared, however, for Pakistan to call India's "bullshit" if you will – as their head diplomat successfully got the Indian diplomat reprimanded for language! I should have expected such a silly thing from those two rascals!

The real beauty behind it, of course, was that after her (Pakistan sending a woman!) retort, the Indian delegate pretty much kept his mouth shut for the rest of the conference – a brilliant move! Going on the offensive to avoid becoming defensive over the A.Q. Khan incident which was clearly their government's fault, in my opinion."

The stronger players and notebook writers also expressed their feelings that other players did not care enough about the game or their role, where some gave examples of possible ways to improve the game, which will be covered more

in the critiques section of this paper. These comments were surprising given the diaries, questionnaires, and comments as evidence of considerable satisfaction with the game as a personal experience at the time. Thus, they were surprisingly critical of one another, while personally valuing what they got out of the experience. As an improvisational play, they thought it could have been better acted out, but they still got the educational point.

Questionnaire

Towards the closing of the evening session, each participant involved in the game was handed a questionnaire sheet [Appendix] regarding their feelings and findings of the game play. This would be our only chance to gather data from people not in the class. Whether they were to convey the same sentiments as the class members, when asked the same way, was important to our research. The questionnaire was designed in hopes of revealing three particular things:

- Is the game in its current state ready for dissemination to Student Pugwash USA Chapters?
- Is the game in its current state ready for dissemination to teachers in a High School setting?
- How much educational value does the game have?

For the “sit-in” participants, the findings were much the same as the students involved in the other class. The majority of the participants responded that this kind of game would work well in a high school setting, however in its current state it is not ready to be released. Most of the participants had no prior game playing experience. While only one of the students found the game moderately or highly engaging or fun, most found the

experience educational. As a group, from the start of the game to the closing moments found that they had a higher level of knowledge with regards to issues related to nuclear proliferation. Many comments were made in regards to errors in the character sheets, as to they players they were found to be in poor shape, while some mentioned game flow and student preparation and participation as problem areas. In short, logistics, elegance, cleaning, and other details regarding the game materials were still issues, but the general idea seemed sound and promising.

Conclusions

Based on our limited numerical data collection and observations of the in game action, our main conclusion is that, for the purpose of a pick up and play game, the diplomatic role is better suited for extraverted, more outgoing individuals. While the introverted players still get a lot out of playing the game, this may not be readily apparent from strictly game play observations at the event itself.

The more soft spoken players are better suited for a science advisor or military advisor role. In an educational setting the opportunity to process and reflect by writing a diary or notebook is a benefit for the more introverted students. It is especially valuable when trying to determine what they have taken out of the game. For the classroom it has been suggested by the more experienced players that planning strategy or character development notebooks be written prior to game play to allow students to get in the mindset of the character and play around with their personality. It is necessary that there be at least two strongly voiced and enthusiastic players in opposing diplomatic roles to jumpstart the discussions, especially for a pick up and play setting where there may not be as much time to prep the game or allow for a slow warm-up.

However, without the MBTI results that we had, how does one, in practice, allocate the diplomatic roles to the Extraverts? It seems best to avoid random assignment. One person who knows all or most of the players could make the decisions and assign the roles. If one does not know all the players, it seems best to provide a way for people to volunteer for these roles. A brief questionnaire asking people to rank order their preferred role if they have one and also their preferred country assignment choices should give one an idea of who wants responsibility. Those seeking the delegation head role for Pakistan or the USA probably want to talk and be central while those who want to hang back and let others lead can ask for supporting advisor roles or represent less central nations, such as South Africa.

Critique

In judging the effectiveness of the game, one has to take into account two separate audiences with disparate goals for what can be considered a successful run of the game. The first audience is comprised of the pick-up and play group and, alternatively, there is the classroom audience.

Problems & Solutions

One overarching problem with a smooth run of the game is lack of game flow. Often in our run, the players lacked focus and seemed unsure of their immediate goals as a team or overall. The existing game materials included a timetable, but we found it to be inadequate for the time constrained schedule we were under. To rectify this problem, it is recommended that a definite schedule of events should be determined well in advance of the actual game run. It is beneficial for the players to see the whole event laid out as related parts to an overall event, with a specific goal in mind. As included in the appendix, the game master for the run of the game decided that a timeline of events and subjects to be discussed would help the flow of the game and its progression. He introduced it during the game. The run should be divided into blocks of time, with each block having a concrete goal in mind.

Because the success of the game weighs so heavily upon decisions made by the participants, it is crucial that they feel comfortable in their roles and quickly slide into them when the game starts. It is suggested, therefore, that roles be assigned to matching personality types, as much as possible. For example, since the job of a diplomat is to speak, this role should be given to the more extraverted participants. By contrast, the job

of an advisor is to inform in the background, so these roles can be more comfortably filled by the introverts. Additionally, in a situation with longer preparation time, added pre-game preparation, planning, and/or reading can be recommended to increase immersion in a role. Directive letters from the “home offices” can help the players settle into what the goal of the delegation is as opposed to their own private agendas.

Since this game has an abundance of factual documents associated with it (e.g., the character sheets, the country reports, and a treaty or two), there is the risk of these papers becoming out of date. Issues might become irrelevant, or new issues might arise. If well written, these papers could stay current for as many as five or ten years, but it is unlikely that even the wording of a treaty will stay accurate forever. To combat this problem, it may be necessary to make small edits to the country reports and character sheets; additionally, it may be beneficial to also distribute relevant current newspaper articles related to nuclear proliferation.

A significant problem to consider is that of the varying levels of interest and commitment of the actual game players. For this, there is not a general solution to be discussed, but only a warning of awareness. If a player lacking in interest is assigned to a central role in the game (such as Pakistan, USA, or Britain), the whole game can lose flow and focus, as well as divert the immersion of other players. We even found that unprepared players will find a way to step out of the role (i.e. skip a class or meeting). If there is a way to gauge the interest of the players prior to assigning roles or in respect to what roles they would best fit, take the time to put this information to good use. It is probably more important to know who wants the speaking roles, rather than who wants to represent a specific country. The most enthusiastic participants will most likely be the

best performers and make the game more enjoyable and educational for others, as well as themselves.

Recommendations

Pick-up and Play

With regards to the pick-up and play audience, several unique issues arise, which are not typical to an academic setting. These issues mostly stem from the lack of rigor in assigned reading and definitive authority over writing assignments that would exist in a class.

The prime issue is that this audience is faced with a lack of time to incorporate alternative methods to develop the start of the game action to the extent that a classroom can. As a result, the game needs to start and move quickly. Thus, a plan must be in place prior to distribution of game materials in an attempt to plot out the course of the game, while still allowing flexibility in the development of game interplay. It is important to note, however, that strict adherence to this plan is unnecessary, and perhaps undesirable. The goal is to provide initial orientation and structure for the first third of the game. Another method to jump start the game is to assign (or plant) the strongest and best prepared players to opposing roles in hopes that a debate will be sparked immediately. It is typical in Pugwash to assign two people to run a meeting by reading an article to present pro and con versions to a policy or researching two sides of an issue and start with counter statements. This could be done to start this game—preferably by two people who had read the core of the Corera (2006) book. About half of the book would be enough (if they were the right chapters). We used an intra-IAEA debate to push the

game along after the opening statements produced no sparks other than the Pakistan India exchange over protocol. . If the game starts quickly, and people are in role and enthusiastic, it is preferable to follow the natural flow that the game is taking, rather than the plants or a staged plan, but a backup plan should be in place if needed.

A knowledgeable “Gamemaster” is a necessity in order for the game to progress smoothly. He or she acts as a means of contact with the outside world, as well as answering any questions regarding the game’s events and/or rules. At a minimum, the gamemaster or one of the people playing leading IAEA roles should read “Shopping for Bombs...” by Gordon Corrae before the start of the game. If it all possible, it is a great benefit to have a packet of current event articles from the real world disseminated before the game to all participating members as a means to supplement the knowledge base and heighten urgency and immediacy of the experience for all involved. A packet of media coverage was developed by Roberts and Lane, but that is now a year old. The last 6 months alone have produced enough materials in just the NY Times to produce a whole new packet.

When time is limited, it is possible to start the game somewhere in the middle. This can help jump start the game by having a chapter head or lead outline what has already happened at a meeting prior to the game that will dictate the course for the opening of the game and allow for the participants to play off of that start. Thus, one avoids the slowest and most time consuming portion of the game, the players are given a mindset and viewpoint to attack that allows for rapid development of the game and their role to take shape. In a way that is what we did on day two of this run of the game when 5 new players joined the meeting “in progress” for the Pugwash session.

Academic

The other target audience involved in the creation of the game was that of the academic interest, carrying a different set of recommendations for game play. One has to analyze the fact that there are different types of learners and personalities in the world. For this paper the Myers-Briggs Type Indicator was used to examine the game play and diaries of the participants in the test run, displaying varying results for varying types. In the setting of the live game, the extraverts and more outgoing students gain the advantage of the experience based purely on observational results. However, based on the findings of the Comprehensive Immersion Factor analysis, coupled with other resources covered in the Analysis section of this paper, the introverted students get at least as much out of the game, though it may not be readily apparent.

A key recommendation, brought up by students of the class through their out of character notebooks, is that the players should write a journal entry in-character before and after the game in order to truly immerse themselves into their roles. This also gives a teacher the advantage of looking at the game from a point of view not given strictly by game play. As it has been found, the game and journal writing process greatly benefits the introverted students where their in game performance would not shine through as an indicator of such. The extraverts will probably still be the stars of the game debates to an outside observer, but the value of the engagement and preparation on the game's academic purpose can now be documented and, even quantified. The beneficiaries of the event will be the most reflective students in the class—and they might well be the INF's, who didn't say much in open debate, however influential they were in shaping the delegation strategy.

Code Name		Type	Book
Keith	95	ESTJ	B
Ian	N/A	ISTJ	
Nathan	N/A	INFJ	
French Advisor	N/A	ESTP	
S. African Diplomat	N/A	ISTP	
Pakistan Diplomat	85	INFP	B
Chinese Diplomat	95	INFP	B
Iran Diplomat	95	ENFJ	SFB
Iran Science Advisory	95	INFP	B
French Diplomat	95	ESTJ	SFB
Representative of Israel	88	ISTP	SFB
India Diplomat	86	INTP	SFB
United States Diplomat	95	INTP	B
Russian Diplomat	89	ISTJ	B
United Kingdom Diplomat	95	ISTJ	B
India - Science Advisor	N/A	N/A	
Gerard/Genevieve	N/A	N/A	
U.S. Delegate	N/A	N/A	
South Africa - Military	N/A	N/A	
South Africa - Science	N/A	N/A	
Media, Observer	N/A	N/A	
IAEA	N/A	N/A	

E Avg:	95
I Avg:	91
S Avg:	91.75
N Avg:	91.83333
T Avg:	91.33333
F Avg:	92.5
J Avg:	93.5
P Avg:	90.66667
Bhopal:	92.33333
Shopping for Bombs:	91

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Appendix on Game Proposal

Proposed Expansion of IAEA Powers: Post -Pakistan Connection

1. There shall henceforth be several classes of IAEA membership, and “probation” for those suspected of violations and under investigation.

Class A – Nuclear Arms and Power Capable-Disarming

Class B – Nuclear Power Capable – Foreswearing Arms

Class C – Not Nuclear Power Capable – Foreswearing Arms

A Class A but Not Disarming is a member “not in good standing”

A Class B Member purchasing or building weapons grade nuclear enrichment capability is “not in good standing”

A Class C Member purchasing or building any nuclear enrichment or reprocessing technology is “not in good standing”

2. There shall be two possible nuclear vendor and user licenses available from the IAEA, which are available to be issued only to members in good standing, and not on probation. An existing license is not removed during probation, but would be if a finding of “not in good standing” is delivered.

Fuel Vendor 1 – can provide to licensed user nations nuclear fuel enrichment (and reprocessing services) in return for agreeing to have permanent IAEA inspector personnel on site who can come and go as they please at licensed fuel provider and transportation facilities.

Fuel Vendor 2 – can provide nuclear fuel and reprocessing services only to facilities in its’own country subject to a scheduled inspection tour of production, storage and transportation facilities every 90 days.

Vendor nations have treaty obligations to share information about suspected violations by other nations, corporations and groups or they can lose their sales and distribution licenses.

Reactor Vendor 1 – can contract to sell components of reactors or whole reactor facilities, training or operation personnel to users in good standing in return for random unannounced inspection rights of facilities it built or operates anywhere in the world.

Reactor Vendor 2 – can sell, run or maintain nuclear only facilities in their own countries in return for scheduled, regular inspection access.

User 1 – forswears for periods of 10 years at a time the development of a nuclear facility or fuel development capability and agrees to contract for such services only with vendors in good standing, licensed by the IAEA, in return for fuel rate regulation protection by the IAEA and assistance in negotiating for facility construction contracts or leases, and technical assistance, training by the IAEA for its required National Nuclear Agency inspectors and regulators.

User 2 – Seeks to move during 10 years to independent Reactor Vendor 2 status, with internal capability for all but fuel enrichment and reprocessing. Availability of IAEA assistance is contingent on negotiated inspection levels, access and frequency.

User 3 – Has Reactor Vendor 2 status and seeks to move (during 10 years) to Nuclear Fuel Vendor 2 status, i.e. a full independent capability. Availability of IAEA assistance is contingent on negotiated inspection access and frequency levels and a majority vote of approval by the IAEA members then in good standing.

User 4 – Has Reactor 2 and Fuel Vendor 2 status and seeks to move to Vendor 1 status in one or both of those fields with or without the assistance of the IAEA. (With assistance would require a 2/3 vote endorsement by members in good standing and no member nation or company from a member nation can assist without approval by the IAEA or a vote of approval by a majority or IAEA members.)

Their application triggers an IAEA investigation and show cause procedure in which member nations are required to share intelligence with IAEA if requested to do so.

Non-members are denied access to all IAEA member nation supplied nuclear equipment (including that from corporate subsidiaries in nations other than that in which the vendor companies are incorporated) , expertise and fuel contracts, and subject to unannounced surveillance by IAEA member nations, or the IAEA itself, if a member nation feels threatened or intimidated and calls on the IAEA for assistance in assessing the degree of

threat it faces. Such nations can call for “nuclear umbrella” protection by other nuclear armed IAEA nations in good standing.

A member declared not in good standing loses the right to sell or buy nuclear technology from the IAEA or an IAEA nation or organization in an IAEA nation. and IAEA technical assistance on projects in progress is temporarily withdrawn or postponed for 6 months. Further the IAEA can request UN troops of the Security council to secure the site of a project under review for this reason. If the nation remains out of good standing for more than 6 months, the IAEA has the option of returning payments (if any) and removing all equipment and facilities it provided or that were provided by an IAEA member nation, during a final 6 month extension of the request to secure a nuclear facility site by the UN Security Council.

Appendix on Character Sheets

Bernard / Bernadette Devereux

France Head Diplomat

Description:

You were born and raised in Rennes. Your father was descended from a long line of French nobility and the mother is part of a large family of wealthy businessman and venture capitalists. You grew the third oldest among five children. Many of your early skills of negotiation developed from settling disputes between your siblings. You were quite a troublemaker in your youth but you took advantage of your family's political position and your own personal ability of talking yourself out of a corner.

You were educated in Paris at the College Stanislas, Harvard in the United States and then the École Nationale d'Administration (ENA). Your father pushed you to enter military college and you attended Saint-Cyr for one year before dropping out. This crushed your father but you disliked the rigid structure of military school. You instead decided to work your way up the ladder of civil service.

After various low level civil servants jobs, you begin to rise quickly through the ranks and catch the eye of the current Prime Minister. The Prime Minister appoints you head of his staff. This move effectively shoves you into the political and public eye. In a few years you become head of the Ministry of Social Affairs, a post that you did not enjoy but remained in for 4 years. You then spent 2 years as a member of the National Assembly as representative to Paris.

You were then offered the post of head of Ministry of Agriculture and Rural Development. You antagonized other countries for there conflicting policies against your own and scrutinized heavily the current policies of your administration. You make heavy changes that have a significant effect on the farming community.

The Prime Minister chooses you to attend the meeting of the IAEA for your negotiating skills, your ability to defuse a situation but also your ability to shake things up. You are known by your peers for a superior ability to cut through the clutter right to heart of the problem.

Views:

You believe that your country can never disarm all of their nuclear weapons. You feel that peace between superpowers can be contingent on mutually assured destruction, and that losing that disincentive could lead to a new World War.

You also believe that your country cannot allow other countries to develop nuclear weapons. You feel that additional proliferation to less developed nations will lead to global political instability. Additionally, the more widespread nuclear weapons are, you feel, the more likely a radical nation or extremist group could acquire one.

Goals:

Mutually assured destruction is a functional doctrine, but as more and more countries acquire nuclear weapons, the chances of a rogue nation eschewing it increase. As a result, your government wants countries currently developing nuclear weaponry to cease additional development. Additionally, it would like to see no new nations develop nuclear weapons. Your goal at this conference is to espouse this viewpoint and give the IAEA the powers necessary to make it a reality.

France Chief Military Advisor

Description:

You were born in Villeneuve-le-Roi in the Val-de-Marne. You grew up in a political family - your father was the mayor of Biarritz and your mother was a city councilor in Paris. During a period of personal rebellion you joined the French Armed Forces for 5 years and returned as a more disciplined and determined person. You attended the University of Paris, where you got your doctorate in ethnology, law and political science. You became a senior lecturer at that university before returning home and using your father's political position to springboard yourself on the French political scene.

You became a municipal councilor for Biarritz and then Ciboure. You were then elected to the National Assembly to represent Pyrénées-Atlantiques. You then made a lateral move to become mayor of Saint-Jean-de-Luz. You then became Minister of Defense, working closely with the Prime Minister on many occasions.

Your close friendship with the Prime Minister has led him to send you to the IAEA Special Assembly to represent France's military interests. You consider yourself more of a politician than a military expert but you have served in the armed forces and you are extremely knowledgeable of the French military and are aware of the important use of French Military Intelligence or the Service de Documentation Extérieure et de Contre-Espionnage and you tend to contact them regularly. You hate to be ignored, interrupted or downplayed. Your opinion is important and you make sure that everyone knows it.

Views:

You believe that your country can never disarm all of their nuclear weapons. You feel that peace between superpowers can be contingent on mutually assured destruction, and that losing that disincentive could lead to a new World War.

You also believe that your country cannot allow other countries to develop nuclear weapons. You feel that additional proliferation to less developed nations will lead to global political instability. Additionally, the more widespread nuclear weapons are, you feel, the more likely a radical nation or extremist group could acquire one.

Goals:

Your goal in this conference is to support the head diplomat and advise him in any military aspects of discussion that may arise.

French Chief Science Advisor

Description:

You were born in Rue Lamartine in Paris. Your parents were mainly of Polish and Jewish decent whose families escaped the Holocaust. While your early childhood was spend with your parents in London but you went with them across the English Channel and settled in Cherbourg. You learned how difficult it is to live in the lower class of society and you strived to break out and make money. You showed an extreme inclination towards mathematics and science but also natural history.

You attended the Lycée Condorcet where you won a prize for some of your scientific work and also you were published by 20 in the Annales de Mathématiques for your solution of a mathematical problem dealing with non-linear differential equations. You became relatively famous in the scientific community very quickly but decided to pursue a research project in the field of natural history and biology.

You then decided to take various teaching appointments around the globe at vastly different educational institutions. You enjoyed the difference in culture and learned a lot about the way the world works and interacts. After many years of travel you decided to settle back down in your hometown of Cherbourg and begin working for the upper portions of the French government as a scientific advisor. You eventually catch the attention of the Prime Minister who chooses you to provide technical expertise to the other French representatives at the IAEA conference. You choose your battles carefully, staying out of conversation and debate until you are sure that you are in the right and you launch into an intense lecture of the true reality of the situation. You are also a good listener and quick to adapt to other people's attitudes, even abrasive ones.

Views:

You believe that your country can never disarm all of their nuclear weapons. You feel that peace between superpowers can be contingent on mutually assured destruction, and that losing that disincentive could lead to a new World War.

You also believe that your country cannot allow other countries to develop nuclear weapons. You feel that additional proliferation to less developed nations will lead to global political instability. Additionally, the more widespread nuclear weapons are, you feel, the more likely a radical nation or extremist group could acquire one.

Goals:

Your goal in this conference is to support the head diplomat and advise him in any scientific aspects of discussion that may arise.

France Chief Finance Advisor

Description:

Your parents left Hungary at the end of the Second World War and crossed Europe during a very chaotic time to settle in France near the border. You signed up for the French Foreign Legion as soon as your age permitted and served 5 years in French Algeria.

After serving your military term, you returned to France to settle in Marseilles. You used your sharp wit and logic to attend law school at the Université Paris X Nanterre. You joined the law practice your father had set up while you were away and made great strides in furthering the wealth and reputation of that law practice.

Several years later, you moved to Paris to become a city councilor in Neuilly-sur-Seine and soon became mayor. Later you moved in to a seat in the National Assembly and then became the Minister of the Budget. The Prime Minister considers you a personal friend and political ally because of your performance in your former political positions. He has chosen you to represent France's financial interests at the IAEA Special Assembly.

Your military and law career gives you great respect for discipline and articulation. You consider yourself a no-nonsense, straight-to-the-point person, but you know how to spin words and phrases to achieve the desired effect on your political adversaries. You are new on the international stage and a little nervous about your fellow French delegates. You are familiar with no other delegate from your country and you wish to prove your importance and make meaningful contributions.

Views:

You believe that your country can never disarm all of their nuclear weapons. You feel that peace between superpowers can be contingent on mutually assured destruction, and that losing that disincentive could lead to a new World War.

You also believe that your country cannot allow other countries to develop nuclear weapons. You feel that additional proliferation to less developed nations will lead to global political instability. Additionally, the more widespread nuclear weapons are, you feel, the more likely a radical nation or extremist group could acquire one.

Goals:

Your goal in this conference is to support the head diplomat and advise him in any financial aspects of discussion that may arise.

Indian Head Diplomat

Description:

You grew up in Calcutta - one of the largest cities in India. In this place, you learned to speak your mind and how to get others to listen to you. You learned that these two things complement each other because when you speak your mind, people listen.

Your school career was not a great one. You did not excel in any scientific, technological or mathematical subject. You barely scraped by because you got fairly good grades in history and language classes. These were your favorite subjects and they catapulted you into Central Calcutta College where you attained a degree in history.

You spent your days afterward at the University of Calcutta where you taught history and foreign policy. Your teaching on foreign policy is what brought you to the attention of the Indian government. They offered you a position as a head diplomat to the IAEA special conference on halting nuclear proliferation.

This interested you because now you had a chance to put your great speaking and people skills to the test. You want to use your great knowledge of history and language to make your voice heard.

Views:

Most of your views are taken from lessons you have learned from history. Historically, nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used - when there is no chance of reprisal.

Goals:

Mutually assured destruction is a terrifying doctrine, but a functional one. However, it only functions if all involved nations are on equal nuclear footing. As a result, your government would like to see a push for equalization of nuclear stockpiles. Since your country is in the somewhat unique position of being "in the middle" with respect to nuclear development, you would like to see the larger world powers reduce their stockpiles, see smaller nations allowed to develop nuclear weapons for their own safety, and have the whole process public so no nation can secretly gain an advantage. You will try to give the IAEA the power to make this a reality.

Indian Chief Military Advisor

Description:

You were born in Gah, Pakistan. Your family moved to India and your father was an entrepreneur. You watched your father build a business from the ground up and become a respected member of the community. He made a lot of money and made a great deal of investments in you. He sent you to the University of Cambridge in the United Kingdom where you got a First Class Honours degree in Economics.

You returned home to your father and became a senior lecturer at Punjab University. You began to advise certain friends in government positions in the Ministry of Foreign Trade and the Ministry of Finance on their decisions when dealing with the economy. They took your advice which proved to be useful and productive. It was they who convinced you to leave the university and work for the government.

You had many unorthodox but amazingly useful ideas about economic reform. Some say you single handily turned the Indian economy into a powerhouse, but you are extremely humble and would never take such extreme credit. You left the government to serve as the governor of the Reserve Bank of India but continued to serve as chairman of the Planning Commission of India.

After several years the Minister of Defence position opened up. The President of India recalled the dramatic changes and your determined attitude and offered you the position. You were skeptical if you were qualified, but the President insisted. You took the position and quickly learned all the necessary information to make well informed decisions. The President was confident of your aptitude to the task at hand and has asked you to represent the military interests of India at the Special Assembly of the IAEA. The President feels that this will cement your knowledge of the Minister of Defence position as well as quell any fears you have remaining.

Views:

The best way to prevent the use of nuclear weapons is for nuclear weapons to not exist. Since this is clearly an impossibility, the next best thing, you feel, is for everyone to have them. The doctrine of mutually assured destruction will prevent their use.

Goals:

Your government's official push is for nuclear equality. Your job at this conference is to support your head diplomat and advise in military matters that may arise during discussion.

Indian Science Advisor

Description:

You grew up in Cochin, India. You went to school there and immediately excelled in science and math. You showed great promise as you graduated first in your class from high school and then went on to attend the Cochin University of Science and Technology. Here you studied quantum mechanics. You spent many years studying quantum mechanics and finally received a PhD in the field.

During your college years, Indian research into nuclear weapons was beginning to gather steam. With your knowledge of particle and sub particles, you were the perfect candidate to become a nuclear scientist. You went to the Bhabha Atomic Research Centre where you worked on India's nuclear weapon program. Finally, enrichment was successful and the device to detonate the weapons was underway.

With the weapons created, you decided to retire and perhaps even try your hand in politics. You attempted to become the mayor of Cochin, but it did not pan out. Instead you received attention from the Indian government. They saw that you were interested in politics and decided to offer you a position as the scientific advisor to one of India's head diplomats. This is where you are today.

Views:

You believe that your country should have the means to develop and create nuclear weapons. You also believe that the countries that already have nuclear weapons should have to disarm before they can begin to suggest what your country should do with its own nuclear weapons program. You will attempt to disguise your nuclear program as just a program for power and not for weapons because you know how the rest of the world would react.

Goals:

Your government's official push is for nuclear equality. Your job at this conference is to support your head diplomat and advise in scientific matters that may arise during discussion.

Personally, you want your government to succeed in creating nuclear weapons because you believe it will give you power in the Middle East and across the globe. You also need to push nuclear powerhouse countries to disarm so that they do not have a huge weapons stockpile compared to that of your country. You also do not mind if other countries develop nuclear weapons because it is a natural way to balance the power of the nations.

Iranian Head Diplomat

Description:

You grew up in the capital city of Iran, Tehran. Here you learned to speak well, but always feared to speak your mind. After years of growing up and always having to agree with the Iranian government or face punishment it was ingrained in your mind that Iran's views were best. You grew up as a single child and forced yourself through the drudgery of school. You did not particularly like science and math courses so you mainly focused on history, which was skewed by Iran, and public speaking.

You continued your education at the University of Tehran where you obtained a degree in history and subsequently taught the subject at the University. You have spent 30 years teaching history and voicing the opinions of Iran to your students and have served your country well. Recently you became the head of the history department and this gained you the attention of the Iranian government.

The government recognized that you know much about both Iran and its international situations. You are one of the most knowledgeable people about the goals of Iran and its view about nearly every subject. The government knows that you are loyal to Iran because of the Iranian skew you put on all of the areas you taught.

Now they have selected you to represent the country to a special assembly of the IAEA. You will be going there to defend the rights and honor of Iran.

Views:

Unequal development of technology only leads to the oppression by the countries that have against the countries that have not. Technology is a global resource, and all countries have a right to access it. Attempts to prevent this are merely another example of the western world's attempt to suppress Islamic nations. You have little to no trust in western organizations like the IAEA to protect your country.

Goals:

Your country has the right to develop nuclear weapons. Your government has sent you to make this point clear to the IAEA and other assembled nations. Though it has little trust in the western world to do right by Iran, if at all possible, it would like you to preserve this right for Iran.

Iran Military Advisor

Description:

You were born in a village outside of Babol in the province of Mazandaran but your parents moved into the Tehran, the Iranian capital, when you were very young. You were an only child. Your father was a scientist and also very religious. He took your education into his own hands with some help from your mother. You admired him and took on his love of science and religion.

When you took the national university entrance exam you placed within the top 100 and were immediately granted admission to the elite Elm Va Sanat University Of Tehran. You decided to study physics, graduated and went on to get your PhD in electrical engineering. Your graduate program was sponsored by the Revolutionary Guard with whom you began consulting. You began your tenure as a professor of electrical engineering and the Iran University for Science and Technology.

The President of Iran has asked you to represent Iranian military interests at the Special Assembly of the IAEA.

Views:

Without nuclear weapons, Iran cannot guarantee its own safety. Thus, Iran must be allowed to pursue its nuclear program. At the very least, Iran's nuclear weapons would serve to neutralize the nuclear weapons of other nations, particularly Israel. However, you hold little trust in the western world to listen.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to military discussion.

Iranian Science Advisor

Description:

You grew up in the capital city of Iran and like most people in Iran you were very interested in science and technology because you believe it is a way to enhance your country. In grade school you did very well in mathematics and in secondary school you found a great love for physics. You transferred this love over to college.

You went to Amirkabir University of Technology in Tehran. Here you took physics classes that pertained to nuclear power. You enjoyed them very much and in no time at all you had your PhD in nuclear physics. Since you went to a school focusing on technology you were very interested in creating machines that could begin to enrich uranium up to a grade that can be used for power.

This focus on enrichment technology is what landed you a job in a top secret Iranian facility that was dedicated to the Iranian nuclear program. Here you worked on attempting to enrich uranium, but most of the scientists at the facility found it near impossible to create. The facility obtained information about the devices from Pakistan from sources that are unknown to you.

You have begun to suspect that the enrichment process you are working on will be further so that weapons grade material can be produced. You brought this up with your manager and he did not deny your claims. He then told you the government was looking for a scientific advisor for an upcoming special assembly of the IAEA. You gladly accepted, but were told to keep quiet about the facility and weapons.

Views:

You believe that your country should have the means to develop and create nuclear weapons. You also feel that all countries that follow the religion of Islam should the ability to develop their own bomb.

You also believe that the countries that already have nuclear weapons should have to disarm before they can begin to suggest what your country should do with its own nuclear weapons program. You will attempt to disguise your nuclear program as just a program for power and not for weapons because you know how the rest of the world would react.

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Goals:

Your role is to support your head diplomat and advise in scientific matters relevant to current discussion points.

Personally, you want your government to succeed in creating nuclear weapons because you believe it will give you power in the Middle East and across the globe. You also need to push nuclear powerhouse countries to disarm so that they do not have a huge weapons stockpile compared to that of your country. You also do not mind if other

countries develop nuclear weapons because it is a natural way to balance the power of the nations.

Israeli Head Diplomat

Description:

You were born in a small town in the Hafia District of Israel. Your parents were immigrants who escaped from Russia and Ukraine before finding refuge in northern China. They eventually left China and came to Israel to help build and be a part of the new Jewish state.

Your family was often treated differently because of its particular religious views which tended to differ with that of the Israel Labour Party or Mapai. Your parents were vocal and active political figures.

You joined the Israel Defense Force as required by law but suffered a serious injury that has not healed correctly and you were discharged before your service was officially over. After attending the University of Jerusalem, you opened up a law practice. However, you grew bored and joined the legislative branch of the government or Knesset. You served as a member of many committees including the Foreign Affairs and Security committees.

Determined to take a more active role you ran for the Mayor of Jerusalem and won. Serving many years at this post the current Prime Minister asked you to represent Israel at the IAEA special assembly. You are a fierce and determined diplomat; you do not stand down from what you think is right. You believe that a well defended difference of opinion is something to be respected, but you have little tolerance for ignorance of the subject at hand and disrespect when it comes to diplomatic discussions.

Views:

Mutually assured destruction works, when all nations can be assumed to be reasonable, and reasonable people can be assumed to be in charge of the government. You believe most government powers see how foolish it would be to launch a full nuclear strike, even some of the more radical Islamic ones. However, it is too often been shown that the leadership of countries like Iran, Iraq, and Lebanon are not in control of their country. Disarmament of these countries - which have shown themselves to be unstable - is critical to ensure the survival of Israel and world peace as a whole.

Goals:

Israel's nuclear capabilities must be maintained as a deterrent to Islamic nations that would like nothing more than to eliminate Israel from the map. Your government would like to see states that have proven to be unstable actively prevented from holding or developing nuclear weapons. Additionally, it would like to see the larger nations begin the disarmament process they promised to undergo.

Israeli Chief Military Advisor

Description:

Born and raised in Jerusalem, you were the son/daughter of two extremely patriotic Iranian-Jewish parents. You, however, did not share the extremely patriotic nature that your parents did. They claimed that you were taking Israel for granted. You excelled in school and studied abroad at a Russian university. Upon furthering your education and broadening your horizons you realized why your parents were in love with Israel and you apologized to them. You returned home and joined the Israel Defense Force (IDF). You served in several public and covert operations as a member of Sayeret Matkal.

You were promoted to infantry brigade commander. The IDF then sent you to attend the United States Marine Corps Command and Staff College in Quantico, Virginia. You returned back to Israel to command the Paratroop Brigade. Your tenacity and intolerance of nonsense propelled your rapid rise through the ranks of senior military positions. You have commanded the military stationed in every region of Israel. Your operational record is impeccable and you were promoted to Chief of the General Staff.

Your record and reputation has caught the eye of the Prime Minister of Israel. The Prime Minister has asked you to attend the Special Assembly of the IAEA and represent Israeli military interests.

Views:

Mutually assured destruction works, when all nations can be assumed to be reasonable, and reasonable people can be assumed to be in charge of the government. You believe most government powers see how foolish it would be to launch a full nuclear strike, even some of the more radical Islamic ones. However, it is too often been shown that the leadership of countries like Iran, Iraq, and Lebanon are not in control of their country. Disarmament of these countries - which have shown themselves to be unstable - is critical to ensure the survival of Israel and world peace as a whole.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to military discussion.

Israeli Science Advisor

Description:

You born in Jerusalem and your parents are both natives of Palestine. Your parents have always lived poor, barely getting by. Both were somewhat self-educated but were barely able to read. You respected your parents for working hard and getting by throughout your child despite the fact that you lived on the edge of poverty and malnutrition. You knew early on that you wanted to get out of poverty and get an education so you made your whole focus on your childhood education.

You were not particularly gifted in mathematics and science but you tried very hard and got excellent grades. You were eventually accepted into the Hebrew University of Jerusalem where you got your doctorate in computer science doing your thesis on quantum computing and nanotechnology. You lectured for many years as a professor of computer science. You then entered a joint professorship at Tel Aviv University in Israel and the University of South Carolina in the United States of America. You continued your work on quantum computing and eventually received the Wolf Prize for you international studies in the field.

The current Prime Minister has chosen you to represent Israel at the IAEA Special Assembly because of your knowledge of physics and your international experience. You are confident and proud of your life and feel secure in your abilities. You feel that you are one of the best educated people at the Assembly, a mentality that is sometimes exposed in discussion.

Views:

Mutually assured destruction works, when all nations can be assumed to be reasonable, and reasonable people can be assumed to be in charge of the government. You believe most government powers see how foolish it would be to launch a full nuclear strike, even some of the more radical Islamic ones. However, it is too often been shown that the leadership of countries like Iran, Iraq, and Lebanon are not in control of their country. Disarmament of these countries - which have shown themselves to be unstable - is critical to ensure the survival of Israel and world peace as a whole.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to scientific discussion.

Israeli Chief Financial Advisor

Description:

Your parents were Jews who migrated from Lithuania. Your family moved to Pennsylvania where you graduated from a local high school. Your older brother stayed behind with family members. You attended the Massachusetts Institute of Technology graduating from the Sloan School of Management. You then went to Yale to study political science but decided it wasn't for you. Your older brother died serving as an element of Sayeret Matkal in the Israeli Defense Force in Operation Entebbe.

After a brief career in business you contacted influential people in Israel and used a few friends to become the Chief of Mission at the Israeli Embassy in Washington, D.C. After a few years of flawless service in the current government, they appointed you to Chief Ambassador to the United Nations for four years. You then returned home and became a member of Knesset or the legislature of Israel and served on the armed services subcommittee. During a string of suicide bombings in Israel you personally were asked to chair an executive-legislature team that managed the crisis for the ruling party and responded aggressively to the threats to internal security.

The Prime Minister has appointed you to represent the financial interests of Israel at the IAEA Special Assembly as a reward for your service. You have the most experience of anyone in your delegation.

Views:

Mutually assured destruction works, when all nations can be assumed to be reasonable, and reasonable people can be assumed to be in charge of the government. You believe most government powers see how foolish it would be to launch a full nuclear strike, even some of the more radical Islamic ones. However, it is too often been shown that the leadership of countries like Iran, Iraq, and Lebanon are not in control of their country. Disarmament of these countries - which have shown themselves to be unstable - is critical to ensure the survival of Israel and world peace as a whole.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to economic discussion.

Pakistani Head Diplomat

Description:

You grew up in a small town in Pakistan. You wanted to make a good life for yourself, so you studied hard through all of your school years. You made a good impression on all of your teachers simply because that is your way. You were a great public speaker and a great friend to nearly anyone you met. You were seen as a good person by your teachers and schoolmates simply because you are always in a pleasant mood.

Since you were such a good speaker and everyone seemed to support you, you decided to run for a public office. You became mayor of that small town that you grew up in. You took a firm stance on every issue that came your way, but that stance was always influenced by what the people wanted. What others wanted is what you did and stuck to it.

The Pakistani Government saw how well you were doing with the small town and decided to offer you a post as a diplomat for their government. Your first assignment for them is to go to the special conference of the IAEA and fight for the rights of Pakistan. Of course you will fight for them because that is what you always do.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used; when there is no chance of reprisal.

Goals:

Your goals at this special conference are to maintain the nuclear arms of your country while getting the large nuclear powers to begin to disarm their vast stockpiles of nuclear weapons. You also do not want nuclear developing countries to be completely stopped although you would like to see some limitations imposed on them. Since you are in a unique position of have weapons and still attempting to develop more and better weapons, you will try to create a compromise between large powers and developing countries. You want to see the large countries reduce their huge stockpiles and at the same time see limitations put on developing countries so that they cannot secretly develop stockpiles.

Tamonash /Tanmaya Barakzai

Pakistani Chief Military Advisor

Description:

You were born in Daryaganj in Delhi, India. Your family immigrated to Pakistan and settled in Karachi. Your father was a diplomatic clerk and you were raised in a middle class environment. You saw the need for balance in life at an early age and your father was your hero. He often worked long hours to keep you in school and support your family. You attended Saint Patrick's High School in Karachi and attended the Forman Christian College in Lahore.

When you got out of college you had a hard time deciding what to do. After a short period of indecision you decided to join the military and entered the Pakistan Military Academy at Kakul. You continued your military education at the Royal College of Defence Studies in the United Kingdom, as well as the National Defense College in Rawalpindi.

You commanded an artillery regiment for many years. There were several tense situations with India and even one with China but you never saw combat. You were promoted to Company Commander of the Special Services Group (SSG). You later took the post of Infantry Division Commander. The Prime Minister pulled you ahead of other senior officers as the Chief of Army Staff position opened up due to a resignation.

In this position, though largely administrative, you took the training of the SSG commandos personally and created one of the finest groups of its kind in the world. The Prime Minister, a close personal friend and ally, has asked you personally to attend the Special Assembly of the IAEA and represent Pakistan military interests.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used - when there is no chance of reprisal.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to military discussion.

Pakistani Scientific Advisor

Description:

You grew up in one of the greatest times in the history of your country. You were schooled by some of the greatest scientific minds that your nation has ever seen. Like any scientist, you excelled in the sciences. You went to school to be a chemist and graduated with a PhD in the field.

During this time nuclear development was underway in Pakistan and although you were not a nuclear physicist you knew enough about the atom to begin research for a local Pakistani laboratory.

This laboratory was run by a man called A.Q. Khan. During your time at the laboratory you learned much about nuclear weapons and was even a key figure in creating them for your country. Your knowledge of nuclear enrichment, weapons and power is of the top tier in your country.

After Khan was found to be selling nuclear secrets to other countries you decided to retire from being a scientist because you did not think nuclear weapons should be spread in such a way. Knowing your position on the matter your government has selected you to be the scientific advisor to a delegation which will be convening to discuss the IAEA and nuclear proliferation.

Views:

You believe that your country should have the means to develop and create nuclear weapons. You also feel that all countries that follow the religion of Islam should have the ability to develop their own bomb.

You also believe that the countries that already have nuclear weapons should have to disarm before they can begin to suggest what your country should do with its own nuclear weapons program. You will attempt to disguise your nuclear program as just a program for power and not for weapons because you know how the rest of the world would react.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to scientific discussion.

Pakistani Chief Financial Advisor

Description:

You were born in Isfahan in Iran. Your parents migrated to India and then to Karachi in Pakistan. Your father was a photographer and your mother was a chef. You attended Saint Patrick's High School and Abbottabad Public School. Your parent's love of art pushed you away from abstract thinking and you decided to go to school for something well grounded. You attended Gordon College in Rawalpindi and then the Pakistani Business School at the Institute of Business Administration in Karachi.

You made a move to join a private bank firm. You started as at an entry level position but worked your way up quickly. Your upward mobility moved you around the globe to places like Sweden, Switzerland, the US, UK, China and Singapore. You left lasting impressions at every place you visited that thrilled your superiors. You were handpicked for the position of Corporate and Investment Banking for the Asia-Pacific Region at Citibank.

After the election in Pakistan, a friend of yours had become the President of Pakistan and had asked you as a personal favor to him if you would become the Minister of Finance which you accepted. Based on your friendship and experience the President has asked you to attend the Special Assembly of the IAEA to represent Pakistani financial interests.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used - when there is no chance of reprisal.

Goals:

Your job at this conference is to advise the head diplomat in matters pertaining to financial discussion.

Russian Head Diplomat

Description:

Hardship began early in your life. You were born and immediately lost the person who loved you most in the world. As you were growing up, you felt the weight of this loss bear on your shoulders and found it very difficult to make friends in the orphanage. Luckily, you simply directed all of your energy into schoolwork and received a full scholarship and admittance into Oxford.

When you were accepted you decided to attain your law degree. Now that you are becoming successful you find it easier to relate to the other students in the college and begin making friends. You love the English people and their ways.

After you receive your law degree, you decide to go back to Russia and defend people who can not defend themselves. It is your way of saving the people who you easily could have become yourself.

Nuclear weapons begin to interest you because you know that Russia or the US could easily trigger the mass annihilation of the human race. You attempt to become mayor of Vladivostok in order to make the city a better place and help out the innocent. You lose by a small margin, but you catch the eye of a influential man.

Vladimir Putin supported you through your campaign though you did not know it. He agreed with your ideas. He arranges a meeting with you and you have a long and insightful conversation with him. He decides to make you his advisor on nuclear affairs.

When he eventually becomes president, he appoints you to be his head diplomat on nuclear affairs to the UN and the IAEA.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

- Disarm Small Nations
- Prevent Disarmament of your country.

Russian Military Advisor

Description:

You grew up as a boy in the Soviet Union under the Cold War. You quickly became engulfed in the Soviet Union military. In order to beat the United States, you had to become very involved in your job. You were one of the greatest men in the military during the Cold War, but lost some respect when the Cold War ended and nuclear weapons were no longer a hot topic.

When the Soviet Union fell the Cold War pretty much ended and took you down with it, but key members of the Russian government now see you as a great asset in diplomacy. You grew up with nuclear weapons and learned many military advantages and disadvantages of these weapons. You know what they can bring to a country and at the same time what they can take away.

You have regained the respect the you once garnered and now you are seen as a key advisor in anything to do with nuclear arms. You are one of the highest authorities in the world on the Russian military and its nuclear weapons. You always voice your opinion on any military benefit of nuclear weapons to Russia.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to military discussion.

Russian Scientific Advisor

Description:

You are a hot shot scientist who has quickly worked his way up from the bottom of the scientific world, up to the top. You went to a very prestigious college in the United States called Yale. From there you began work at CERN laboratories in Europe.

You were very quick to move your way up the latter at this research institute and became highly regarded by your peers. Russian intelligence took note of this and recently you were offered a position as the chief scientific advisor to the president of Russia.

This was great news to you, but there was a small catch. First, you need to be the scientific advisor to a delegation which is heading to a special conference of the IAEA. Although this is not the best job for your skills and knowledge you begrudgingly accept because you want that chief advisor position.

Now it looks like it is off to the conference. It seems like it will be a terribly boring and uneventful time in a room full of dusty old dinosaurs who can't get anything done.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to scientific discussion.

Russian Financial Advisor

Description:

You grew up when the Soviet Union was by far one of the most respected and feared countries in the world. In your time everyone thought that the Soviet Union was an enormous financial powerhouse. This was until the Soviet Union just completely collapsed.

The most hated part of your time as a financial advisor to the president was just after the collapse of the USSR. As the financial advisor you almost always had to give him bad news. Russia had a long recuperation time and is beginning to become a financial success again, albeit slowly.

These times ahead are very exciting for you and because of your optimism you were recognized by many people and then appointed to the head diplomat to the IAEA of your country as one of his advisors. As his advisor you will continue to be optimistic and tell him of the financial greatness of your country.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to financial discussion.

South African Head Diplomat

Description:

You were born in the Eastern Cape province of South Africa. Your father was a member of the African National Congress and the South African Communist Party. Both your parents were teachers and anti-apartheid activists. You went to high school at Lovedale. Your father pushed for you to become extremely well educated and politically active.

You obliged your father by studying abroad. You studied at the University of Sussex in the United Kingdom earning a degree in Economics, as well as Russia and the United States. At the University of Sussex you met your friend and colleague Baako Seralina. Around this time, your father passed away. You took it upon yourself to continue his legacy and take his advice. You returned home, joined the African National Congress and became the head of the ANC's information department and international affairs department. As a member of the international department you worked to solidify relations with Zimbabwe and help there ailing economy.

You succeeded and earned the respect of many South African and Zimbabwe officials. You choose to take the offered position of Minister of Foreign Affairs. You continued to receive support from Zimbabwe and from within your own government. The praise from your colleagues caught the attention of the President of South Africa. The President has asked you to represent South Africa in a Special Assembly of the IAEA. You are extremely tolerant and accepting of different races and beliefs. You practice patience in debate. You tend to let people that disagree with you make mistakes that serve your means rather than attack them directly. You command respect from the people that know you but your quest to take the higher road sometimes agitates opposing parties.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used; when there is no chance of reprisal.

Goals:

Your goals at this special conference are to maintain the nuclear arms of your country while getting the large nuclear powers to begin to disarm their vast stockpiles of nuclear weapons. You also do not want nuclear developing countries to be completely stopped although you would like to see some limitations imposed on them. Since you are in a unique position of have weapons and still attempting to develop more and better

weapons, you will try to create a compromise between large powers and developing countries. You want to see the large countries reduce their huge stockpiles and at the same time see limitations put on developing countries so that they cannot secretly develop stockpiles.

South African Military Advisor

Description:

You were born in Matatiele, KwaZulu-Natal to a small family of dairy farmers. Your mother and father were both simple people with little education. You attended Emma Farm School and went to Mariazel High School in your hometown. You do reasonably well and attended St. Francis College in Marianhill and the University of the North where you enrolled for a social science degree.

In college, you became a larger supporter of the South African Student Organization which is aligned with the African National Congress (ANC). This got you into a lot of trouble because of its sometimes controversial activities. Seeing that your life was going down a dangerous road you took action. You entered the South African National Defense Force (SANDF) where you took part in many campaigns including missions in the Democratic Republic of the Congo and Lesotho as well as many UN peacekeeping task forces.

You entered the SANDF as an officer and quickly rose higher in rank. You learned of and are currently aware of the nuclear weapons program that South Africa started in the 1970s but dismantled in the 1990s. You agreed with the South African government's decision to voluntarily dismantle its nuclear weapons arsenal. You view nuclear weapons as an abomination and a complete divergence from conventional weapons and traditional combat.

When you left the SANDF you called upon old friends in the ANC to help you win a position in the government. You were elected the premier of the Free State province. A few years later you were promoted the chairperson of the National Council of Provinces. Your political and military career caught the eye of the President of South Africa. The President has granted you the position of the Minister of Defense of South Africa and asked you to attend the Special Assembly of the IAEA and to represent South African military interests.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used; when there is no chance of reprisal.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to military discussion

South African Science Advisor

Description:

You were born in Tzaneen in the Limpopo Province. Your father was a biologist who studied the wildlife in the tropical and subtropical regions surrounding your home. Your mother was a teacher at a local school. Your parents both stressed education at an early age but you were deeply in love with your village and the environment and did not wish to stray far from home.

You enrolled in Hebron Training College gained a BSc in Physics and an MSc in Applied Mathematics. You took an opportunity to teach at the University of Zululand. Several years later you left Africa completely to study in Germany and France gaining a doctorate degree in Physics.

Your research center mostly around nanoscale physics which you performed at the University of Birmingham in the United Kingdom. You continued to keep in touch with your parents and you were often home sick. You decided to travel home and change focus to astronomy. You studied deep space physics and worked for the National Research Foundation of South Africa at the South African Astronomical Observatory in Sutherland.

Continued discussion with your mother and father got you active in politics. Your father happened to be old friends with the President of South Africa who got you the position of Minister of Education and then soon after the Minister of Science and Technology. Your personal connection and research has the attention of the President of South Africa. The President has asked you to advise and represent the scientific community of South Africa at the Special Assembly of the IAEA.

Views:

You believe that your country should have the means to develop and create nuclear weapons. You also believe that the countries that already have nuclear weapons should have to disarm before they can begin to suggest what your country should do with its own nuclear weapons program. You will attempt to disguise your nuclear program as just a program for power and not for weapons because you know how the rest of the world would react.

Goals:

Your goal in this conference is to advise your delegation about matters pertaining to scientific discussion.

South African Financial Advisor

Description:

You were born in Hanover in the Northern Cape province of South Africa. Your family was large and composed primarily of mineworkers. Your father was active in the National Union of Mineworkers and you grew up around gold and uranium mining men. Unlike your family, you were extremely driven to attain an education. You worked extremely hard in the Vaal Reefs mine to finance this education.

After your hard work paid off, your family pulled what few strings they had to land you a job in the Congress of South African Trade Unions. You started as a clerk but worked your way up to regional secretary before departing South Africa entirely to study economics at the University of Sussex in the United Kingdom where you met (Gwembeshe/ Gbemisola) Meikle. After working briefly in several small companies in the United Kingdom you returned to South Africa and joined the African National Congress (ANC). You kept your eye on the Ministry of Finance position trying to use the ANC as a means to launch yourself into such high office. However, you became extremely critical of some of the ANC's policies and left the ANC. You were picked up but the Congress of South African Trade Unions as a sponsor and they supported you in your campaign for Finance Minister which you won. As Finance Minister you reformed a great many policies within the South African government, weeding out corruption and increasing the wealth of the nation.

Your fall and return to political power as well as your aide to the South African government caught the eye of the South African President. The President has asked you to represent the financial interests of South African at the Special Assembly of the IAEA. You are extremely confident but you exercise self control when wanting to speak of controversial matters. Your tenacity and stamina when you are the center of attention is something that many of your fellow delegates admire. You recognize the necessity of support and alliances. You rarely disagree with delegates that share your views and are very cautious when disagreeing with your fellow delegates.

Views:

Most of your views are taken from lessons you have learned from history. Historically nuclear weapons have ensured, ironically, that nuclear weapons cannot be used. The concept of MAD is a frightening one, but you think it keeps countries in line with their weapons. You think that nuclear weapons are not a danger unless one country has them and another country does not. This is the only time nuclear weapons will be used; when there is no chance of reprisal.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to financial discussion.

United Kingdom Head Diplomat

Description:

You were born in Edinburgh, Scotland. Your father was the child of two atheist Irish actors and your mother came from a long line of traditional Catholic Englishmen. Religion was often an intense subject of debate in your home and you never got involved but did listen too much of what your parents had to say. Your father was attempting to get a law degree and your mother was a tax inspector for the government.

You moved to Durham, England where you attended Oxford at St. John's College where you taught yourself law and then Cambridge where you studied foreign policy and international relations. You entered politics immediately by joining the Labour Party and representing the constituency of the cities of London and Westminster in the House of Commons of the Parliament of the United Kingdom.

You publicly supported unilateral nuclear disarmament but you later rethought your position. You also spoke publicly against the 'closed shop' practice of some businesses as the Shadow Cabinet's Secretary of Employment. After several terms in that role where you made several controversial and influential changes to the Labour Party's policy, you ran for the leader of the Labour Party which you won narrowly.

However, your influence and rise in politics caught the eye of the Prime Minister who has asked you to represent the United Kingdom in the Special Assembly of the IAEA. You are new to this international stage but you do not fear it. You are confident in your country and your knowledge and you did not like to be outspoken. Many of your colleagues find you rude and annoying at some of your interjections but you feel that you are bringing important truths and insights to the table.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

You will try to give the IAEA powers to make developing countries give up their weapons or at the very least suspend their creation of more nuclear weapons. You will also try to give the IAEA powers to prevent all other countries from developing a bomb. You want to get this done without having your country totally disarm.

United Kingdom Head Military Advisor

Description:

You were raised in an only child in a small town outside of Carlisle. Your mother passed away very early in your life and you become very close to your father. As a child you did not care much for school but enjoyed the mountains and the outdoors. Your father taught you many traditional skills and values including hunting, some farming and a somewhat extreme form of patriotism.

You wanted to go straight into the military but your father pushed you in school and you to attend the Royal College of Defence Studies in London. Your father's pride and your personal sense of patriotism allow the making of serious intellectual gains. College affirms your sense of patriotism and you enter the British military. You accelerate through the ranks of the military using a sharp wit and a complete and total hatred for skirting issues. You attack every problem head on and are rarely concerned with finding easier solutions when there is one solution clear to you.

The majority of your military career is spent in the Land Command but as your career progress you spend time as a command element in the Royal Air Force, MI5 and MI6. You soon find yourself in a high position in the Ministry of Defence where you become close friends of the Minister of Defence as well as the Prime Minister.

You are admired for your ability to seek and attack problems without warning or concern. This drive sometimes gets you in trouble because of the implications of your direct action and your aggressive methods. You are however chosen to represent the Ministry of Defence's interests at the IAEA special assembly. It is your first appearance on this global platform but you're quite confident. You respect everyone in discussion but are quick to use aggressive and direct measures when it comes to private meetings and conversations.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to military discussion.

United Kingdom Chief Science Advisor

Description:

You were born in North London. Your father was a research biologist and your mother was a Polish immigrant. You were the youngest of four children where you were favored the most by your parents. Your family moved to Oxford shortly after you were born because of a research opportunity for your father. You bonded very closely with your mother whom you saw the most. Your father did not spend much time at home though you admired him. Your father tried to get you into the field of biology and natural science but you did not enjoy the field. Instead you took an interest in pure mathematics and physics.

You enrolled in University College at Oxford studying mathematics and physics. After graduating you took a research opportunity to study sunspots but decided that you did not like studying things that you could not see very accurately and instead turned your attention to atomic physics and quantum mechanics. You were published in the Bulletin of Atomic Scientists and later became a member of the Board of Sponsors. You did intense work on atomic physics but later went on to research fusion with the Joint European Torus (JET) at United Kingdom Atomic Energy Association (UKAEA) and European Union (EU) laboratory. You made significant improvements to the JET design and operation, published several papers on the project and caught the eye of the public and the scientific community.

You were inducted as one of the youngest Fellows to the Royal Society. The Prime Minister chose you to represent the United Kingdom in the IAEA Special Assembly because of your research relevance and because of your recent successes. You feel very comfortable with discussing and collaborating with other countries delegates because of your experience with the EU and UKAEA JET project. You become agitated by imprecise and assumed values but you rarely speak out against them. You find it easier to relate and confer with the members of other delegations than with your own.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation in matters pertaining to scientific discussion.

United Kingdom Head Financial Advisor

Description:

You were raised in London, one of the largest financial centers in the world. You grow up in a large, middle class family. Your father is a college professor and teaches you the value of education and calculations throughout your childhood. From an early age you took had a vested interest in gaining respect and taking on responsibility. The first paycheck you received when you were 16 was invested in fast growing stock. You excelled in school, particularly in the fields of applied mathematics and social science. You take a personal pride in your ability to manage risks, especially in crisis situations. You attend the London School of Economics and Political Science (LSE), Merton College, Oxford, and the Manchester Grammar School. At LSE you become friends with John/Jane Hammond who becomes a respected colleague and family friend. You begin working in HM Treasury but branch off in to the Commonwealth and Foreign Offices and join the Council of International Advisers of the China Banking Regulatory Commission. After taking on the role of Special Secretary to the British Ambassador to France, you leave government office for a brief stint in the private sector and a senior office at the Bank of England. You return to government office at the request of the Chancellor of the Exchequer in order to smooth the transition of the financial structure of the United Kingdom from the British Pound to the Euro. For your performance during the currency conversion process you are knighted by the Queen of England and gain much respect in the eyes of your peers. The Prime Minister asks you to call upon your brief foreign relations experience as the financial representative of the United Kingdom at the IAEA Special Assembly.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to military discussion.

United States Head Diplomat

Description:

You grew up in the suburbs of New York City. In order to grow up in such a bustling place you needed to be loud and be able to get yourself heard by your peers. You excelled at learning in all of its forms. You graduated at the top of your class in high school and since you did so well you were accepted to Harvard University.

At Harvard you study political science and again you learned very quickly and again graduated in the top tier of your class. You were a whiz with relations and could get nearly anyone to see your point of view and even get some opponents to subscribe to your ideas.

This was noted when you were working in the Whitehouse as an intern. The people there saw how great a speaker you were and how patriotic you were. They knew you would never betray your country and would stand up for its ideals. This is why you became their head diplomat to the IAEA in 1997. Now you are a veteran of the IAEA conferences and are looking forward to the special conference in which you can represent your country.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to gain the nuclear disarmament of all other nations. This does not include the US.

Michael/ Michelle Roberts

United States Chief Military Advisor

Description:

You were born in Pawtucket, Rhode Island. You were raised in an upper class family. Your father was a wealthy engineer and your mother ran a successful advertising company. Your parents taught you how to confront your problems and how to face your fears. You attended Bishop Keough Regional High School where you got excellent marks. Your family used its limited influence to United States Military Academy at West Point, New York.

After graduating you were taken under the wing of a General Dwight in charge of a military base in the Middle East. General Dwight taught you a great many things about the Middle East as well as military history and theory. He became your mentor and you maintain contact with him to this day.

You left the Middle East to attend the Command and General Staff College at Fort Leavenworth, Kansas. Your education there cemented what General Dwight had taught you and you felt yourself ready for any situation. You went on to serve as a battalion commander at Fort Benning, Georgia.

You served under many other generals, taking the training of their troops as personal task. However, you sustained a bad injury to your left knee during a training accident. You considered retirement before taking a staff position in Washington, D.C.

You served on the General Staff in Washington for many presidential terms and you worked in close proximity with the Department of Defense. The current president sees your experience and hands-on approach to be an invaluable asset and has asked you to represent the military interests of the United States at the Special Assembly of the IAEA.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to military discussion.

United States Scientific Advisor

Description:

From early childhood you always thought you knew more than anyone else. This confidence, or perhaps arrogance, has served you well in life. You were top of your class in high school and excelled at any class that had to do with science or technology. This knowledge and love for science boosted your grades to extraordinary levels and attained you admittance into Princeton University where you study nuclear physics and quantum theory.

Again you were one of the brightest minds at the school and turned quite a few heads with how quick you caught on and the sheer amount of material you learned about nuclear physics.

After you graduated with a PhD in nuclear physics and quantum mechanics you received a job at the coveted Los Alamos National Laboratory. Although the lab has been around since American nuclear experimentation began it is still a thriving hub of knowledge and research. You become a senior scientist at the laboratory and this position comes with quite a lot of respect. You garner so much respect that when the United States was looking to send a science advisor to a nuclear conference they chose you.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on matters pertaining to scientific discussion.

United States Chief Financial Advisor

Description:

You were born in the small town of Waterville, Maine. Your father was a union paper worker and a police officer and your mother was an administrative clerk. Your father taught you the meaning of hard work and your mother taught you how to be polite and personable. You attended Waterville High School, got high marks and attended the Massachusetts Institute of Technology where you enrolled in the Sloan School of Management.

After college you desired to stay close to home but there was little job openings so you moved to Washington, D.C. where began working as a civil servant performing the duties of a diplomatic clerk. Your devotion to your job and your education allowed you to rise quickly through a series of promotions. After you felt like you had no more opportunities to rise you left government service to work in the private industry. After you had managed to make a lot of powerful friends and a lot of money you returned to government service as Special Assistant to the current President of the United States.

You proceeded to advise the President on a great many issues including foreign policy and the economy. You took a personal interest in the huge federal deficit and advised the President intensively on ways to bring the deficit down. Your ideas proved effective and the President found himself in great favor. The President has asked you to attend the Special Assembly of the IAEA to represent the United States financial interests.

Views:

You believe that your country can never disarm all of their nuclear weapons. You believe that peace between superpowers can be contingent on mutually assured destruction and that if disarmament occurs world war may again break out.

You also believe that your country cannot have other countries developing nuclear weapons. When more nations create nuclear weapons then the stability of the world may break down. If a radical nation gets a nuclear weapon it may actually use it or an Islam bomb may be given to radical extremist groups.

Goals:

Your goal in this conference is to advise your delegation on all topics of which you have knowledge.